

School Activities

May 1942



*For the health and fitness program
of America's high-school physical-
education classes:*

TEACHING ATHLETIC SKILLS

IN PHYSICAL EDUCATION

BY HENRY C. CRAINE

Physical-Education Instructor, Mt. Vernon, N. Y., Public Schools

Here is the book that high-school physical-education instructors have needed for years as an aid in developing a purposeful program of teaching athletic skills to classes large or small, in cramped or unlimited space. No more endless searching for meager references to skills games—no more over-reliance on calisthenics or monotonous drill—no more pointless “horsing” games in gym! Here are 215 tested, effective skills games, with charts, covering 6 chief sports that adolescents like, and 2 sports that they will carry through adulthood. In addition to the 8 chapters of coordinated skills games in Part II of the book, there are 7 chapters in Part I that deal with the organization of this modern program in accordance with best current educational principles.

Part I

The Skills Program

The 7 chapters in Part I present the modern philosophy of physical education, explain and solve the problems that confront the instructor in developing a program of teaching athletic skills, apply the basic principles of education to the problems of teaching athletic skills, develop techniques for the teaching of the skills, and deal with the organization of the program. Writing out of experience, the author shows how such a plan increases pupil enthusiasm for the physical-education period, and how play in competitive athletic skills games improves every pupil's ability and interest in the actual games.

Part II

215 Skills Games

Each of the 8 chapters in Part II deals with one athletic game, and offers on the average 27 competitive skills activities, in which mastery of each of the skills of the whole game can be taught as an interesting game in itself. These chapters cover soccer, touch football, basketball volleyball, softball, and track and field; also the two games most likely to be carried into adulthood, golf and tennis. Each skills chapter is divided into introductory games, relays and simple contests, games, and skills checks. And there are numerous suggestions on improvising, constructing, and obtaining equipment where the budget is limited. Prepare for an improved wartime physical-education program by ordering a copy today on 10-day approval!

List price \$2.75—10-day approval

INOR PUBLISHING CO. 207 Fourth Avenue
New York

ADVISORY BOARD

- F. C. BORGESON**
New York University,
New York, New York
- K. J. CLARK**
Murphy High School,
Mobile, Alabama
- FRED B. DIXON**
Hickman Senior High
School, Columbia, Mo.
- EDGAR M. DRAPER**
University of Washington
Seattle, Washington
- J. FRANK FAUST**
Superintendent of
Schools,
Chambersburg, Penna.
- ELI C. FOSTER**
A. & M. College
Stillwater, Oklahoma
- ELBERT K. FRETWELL**
Columbia University,
New York, New York
- HAROLD E. GIBSON**
MacMurray College,
Jacksonville, Illinois
- SHIRLEY A. HAMRIN**
Northwestern University,
Evanston, Illinois
- GERTRUDE JONES**
Lincoln High School,
Lincoln, Nebraska
- RIVERDA H. JORDAN**
Professor Emeritus
Cornell University,
Ithaca, New York
- L. R. KILZER**
University of Wyoming,
Laramie, Wyoming
- HAROLD D. MEYER**
University of N. Carolina
Chapel Hill, N. C.
- MERLE PRUNTY**
Stephens College,
Columbia, Missouri
- JOSEPH ROEMER**
George Peabody College
for Teachers,
Nashville, Tennessee
- JOHN RUFİ**
University of Missouri,
Columbia, Missouri
- PAUL W. TERRY**
University of Alabama,
University, Alabama
- ELMER H. WILDS**
Western State Teachers
College,
Kalamazoo, Michigan
- CLARENCE O. WILLIAMS**
Pennsylvania State
College,
State College, Penna.

School Activities

HARRY C. McKOWN, Editor

C. R. VAN NICE, Managing Editor

ROBERT G. GROSS, Business Manager

VOLUME XIII, NO. 9

MAY, 1942

CONTENTS

As the Editor Sees It.....	330
School Activities for School Morale..... <i>Roy E. Morgan</i>	331
War News in the Scholastic Press..... <i>Laurence R. Campbell</i>	337
What They Say About Junior High Council..... <i>F. P. O'Brien and Ina May Sheppard</i>	339
Parade of Posture..... <i>Afton Hawker</i>	341
A Carnival with a Patriotic Slant..... <i>John E. Harlan</i>	343
Mather High School Frolics..... <i>Ralph W. Jackson</i>	345
Tests as a Cooperative Activity..... <i>Larry Flaum</i>	347
Training for Defense..... <i>I. C. Johnson</i>	349
How Student Activities Are Financed..... <i>C. C. Harvey</i>	351
Student Governing Body Sponsors Council Round Up..... <i>Orin J. Temple</i>	352
News Notes and Comments.....	353
Questions from the Floor.....	357
How We Do It.....	361
Something to Do.....	363
Index to Volume XIII.....	366

Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY,
1515 Lane Street, Topeka, Kansas. Single copies 25 cents. \$2.00 per year.

Entered as second class matter, December 1, 1930, at the postoffice at Topeka, Kansas, under
the Act of March 31, 1879. All rights reserved by School Activities Publishing Company.

As the Editor Sees It

Very frequently we hear the question, "What can an enthusiastic supporter of extra-curricular activities do to help his older and more experienced colleagues 'see the light?'" Obviously, such a query implies the enthusiast's recognition of his obligation to help spread the gospel of the activity idea. And his is a worthy ambition.

However, frankly, we are somewhat skeptical of the possibilities of his success. The "older and more experienced" teachers are quite apt to be considerably set in their ways of thinking, and also to react unfavorably to any attempt at leading on the part of their "younger and less experienced" colleagues. Fortunately, this is not always true.

In any case, we believe that, if the colleague is not readily tolerant and also learnable, the enthusiast's efforts should be invested in the education of the newer, younger, and less experienced members of the staff.

"Students Get War-Time Break," "Hey, Skinny, No School, 'War is Not H-L for Students,'" these and similar newspaper headlines have appeared frequently recently above stories of war-forced vacations. Same old stuff. Ridiculing school teachers and "yoo-hooing" when school is out, represent amateurish journalism and an unenlightened, unintelligent, and uncomplimentary editorial policy.

Graduation time is near. Hence, let's remember: a high school student "graduates"—he does not "commence;" and an eighth-grade or junior high school pupil is "promoted"—he is not graduated." Again, "commencement" refers to the entire schedule of events, not to the performance when diplomas are presented.

Current newspapers, magazines and addresses are full of descriptions of college "defense activities" and colleges are flooding their alumni with bulletins showing what they are doing in the war effort. Frankly, although there are

some exceptions, nearly all of these "war-time" activities are things which these colleges should have been doing in "peace-time" long ago. Apparently, these colleges, especially the smaller and more traditionally ivy-clad institutions, are on the defensive themselves. Too bad it requires a war to jolt some folks.

School people are notoriously poor advertisers, as many of them have discovered when they attempted to "put over" some educational program and found that their community did not go along with them—due to a lack of proper educational "build-up." Often, too, within the school, there is a similar lack of necessary and correlated build-up, resulting in a wild disarray of uncoordinated publicity activities, some of which are good, and some of which are terribly weak and puerile.

In an early fall number we are planning to present a detailed description of a school Publicity Club that has really functioned.

Meanwhile, the author, Miss Elva Jockumsen, Newburgh Free Academy, Newburgh, New York, would like to get in touch with similar school clubs which have as their objective the giving of publicity both inside and outside the school. If you have such, won't you write her directly about it? Thanks.

Tires for school buses used in transporting athletic teams? Yes, to a certain extent. Federal authorities have ruled that school buses used primarily (meaning 75 per cent or more of the time) for transportation from homes to places of instruction are entitled to tires, even though partly used for the transportation of athletic teams. Buses used primarily for the transportation of athletic teams do not qualify for tires. Fair enough!

Well, summer's most here. To those of you who won't be back next fall—good luck! To those of you who will—we'll be seeing you.

School Activities for School Morale

THERE can be little doubt in the minds of most educators that student morale is one of the really serious problems facing our institutions today. There can be as little doubt, if the results of a survey recently completed are to be taken as any criterion, that school activities are one of the most effective agencies within the school for morale-building in the present crisis.

With echoes of holiday educational conferences ringing in his ears, the writer in the early months of the new year decided to discover if student morale had been visibly affected since the affair at Pearl Harbor. Assuredly attendance at meetings of the Pennsylvania State Educational Association, American Association of Junior Colleges, and American Association of Colleges, as well as the National Conference of College and University Presidents, had seemed to indicate that morale was the topic of uppermost importance in the minds of educators. It was emphasized at general convention sessions, sectional meetings, group conferences, and in hotel lobby discussions.

In order to sample the opinions of a representative group of schoolmen, a survey form was prepared and mailed early in February to 125 educators in almost as many different institutions. The questionnaire read as follows:

THE PENNSYLVANIA STATE COLLEGE
ARTS AND SCIENCE EXTENSION

*Survey of School Activities as a Morale
Factor in the Present Crisis*

Dear Sir:

Because of your interest and experience in educational activities, your name was suggested as one likely to make a significant contribution to this survey. Will you be kind enough to devote a few minutes to answering the four questions below and then return the form to the undersigned? Many thanks to you for whatever cooperation you may offer.

Yours very sincerely,

Roy E. Morgan

Assistant to the Director

1. Do you consider school activities as important for morale-building in the present crisis? Why?

2. What type activities do you consider

ROY E. MORGAN

*Assistant Professor of English and
Assistant to the Supervisor of Un-
dergraduate Centers
The Pennsylvania State College
State College, Pennsylvania*

most effective in promoting morale in your school (i.e., clubs, dramatics, round tables, action programs, etc.)?

3. Cite any specific activities now being conducted which in your opinion are effective in developing morale.

4. Will you make a statement concerning the value of activities for morale-building in the present national crisis which may be quoted as coming from you?

The response to the first two questions on this form is summarized in the present paper. A later article will indicate what the school can do in line with the war effort, emphasizing particularly those activities which various schools have actually undertaken. It might be stated here that the writer is still anxious to receive any information relating to specific activities now being conducted which have been considered effective in developing morale. This report has largely to do with the current value of school activities in building morale and an analysis of the general type of activities believed to be most effective in this respect.

Among those queried were college and university presidents, college deans and professors, state teacher college presidents and faculties, junior college administrators and instructors, public school superintendents, high school principals, junior high school principals, classroom teachers, college students (seniors in education), and members of the editorial board of *School Activities* magazine. It is evident an attempt was made to secure results not only indicative of the situation prevailing in a single institution but also the problem as viewed in educational institutions as a whole. Replies were eventually received from 89 individuals scattered over 12 states in various sections

of the country, including the West Coast, South, Middle West, and East.

By some word or phrase, the group practically unanimously indicated that the maintenance of good student morale was a problem of considerable proportions. Coincidentally, more than 90 per cent of the replies—as a matter of fact, 81 of those returning survey forms—manifested an unqualified recognition of the importance of activities in today's educational program. A few expressed themselves as offering a qualified approval, their qualifications, as a rule, emphasizing the importance of proper leadership, guidance, and direction as well as the intelligent promotion of activities so as not to overdo the idea of morale-building. Only one of the entire group, a noticeable minority, went on record as believing activities did not vitally affect morale. The significant fact is the practically wholehearted support given to the activities program and the realization of its definite, tangible value at this particular time.

Actually most of the replies indicated the great prominence which educational leaders attach to sound extra curricular programs. School activities, valuable to them in normal times, are even more valuable in a crisis. In fact, several of those replying intimated it was their belief that, on the secondary level at least, activities do much more for morale-building than does the regular curricular program of the school. Another writer pointed out that if activities are tuned to the war effort and the building of our future citizens, they will probably have a more prominent place than ever in the school program when the crisis is past. By far a majority expressed themselves as considering the school activities important—most decidedly important—for morale-building in the national emergency.

Numerous were the reasons advanced to account for the morale value of activities, certainly no less than twenty-five in all. Many of these, however, were indicative of the general value of activities and not specifically related to the present situation. Doubtless all agree that activities promote the development of the whole personality, awaken an interest in worth-while hobbies for leisure time, instill desirable

ideals and virtues, provide a medium of self-expression and a natural means for guidance and counseling. These values are indeed not to be overlooked, yet they are not an answer to the specific question of why extra-curricular interests are especially important at this time. They are significant only as they serve to re-emphasize the permanent values of an ECA program.

Several reasons can be singled out of those suggested to show the particular significance of activities and their definite contribution to the building of morale. Specifically in the present instance, school activities are pointed out as doing the following:

- (1) Providing an emotional outlet for youth;
- (2) Satisfying a desire for action on the part of youth;
- (3) Helping to cultivate the attributes of good citizenship and worthy character at a time when these characteristics are most vital;
- (4) Providing a workshop for democracy and a means of implementing the convictions of youth in the democratic way of life;
- (5) Laying the basic foundations for a physical fitness program;
- (6) Maintaining a continuance of cultural activities so badly needed now for social and mental health;
- (7) Promoting a much needed "we" feeling in our community bodies.

These factors, encompassing as they do considerations of the psychological, intellectual, sociological, and physical nature of youth, seem to be especially pertinent to the problem at issue and, on the whole, appear to be a relatively complete statement of the case. A more detailed analysis will perhaps indicate the validity of each suggested value as revealed in the survey.

DESIRABLE PSYCHOLOGICAL EFFECT

That activities have a definite psychological value in these troublesome times is a fact not to be gainsaid. By far a majority of the replies pressed the belief that extra-curricular programs provide wholesome interests for the student group in a period of stress and at the same time offer an emotional out-

let much needed if youth is to maintain emotional balance and mental health. An inspiring dramatic performance, a well-motivated club program, or a spirited athletic contest will act as a release of tensions brought about by the war and will tend to lessen the tension of war consciousness. Here is an opportunity for the students to let off steam as many administrators see it. Thus is relieved the pressure which, if unreleased, would have resulted in making them more susceptible to the "war jitters."

Mental hygienists will quickly tell you that during times of emotional strain it is advisable to keep students occupied; extra class activities, according to reports, aid in doing just that, especially during "off time." Likewise, they go far in preventing the minds of youth from becoming upset either through worry or development of a fear complex. The latter is bound to be bad at times, noticeably when our own fortunes are at a low ebb. The right measures can certainly aid in combatting this unhealthy state as was proved by Tom Paine at Valley Forge and is constantly being proved today by active student groups in schools and colleges throughout the nation. It is evidently agreed that school activities, besides being creative and instructive, are mental and physical substitutes for worry.

Similarly emphasized by schoolmen was the fact that youth is disturbed mentally as to the part they should play in the present crisis, and a counterbalance for these disturbances is essential. School life and regular class work may seem somewhat non-productive and even futile at a time like this. Consequently the students' belief in themselves and their contributions to the nation's struggle must be carefully nurtured and promoted.

Not only for their own good is it desirable to keep the minds of boys and girls, young men and women, occupied along channels removed from direct contact with the war. One or two discerning correspondents observed that even parents unwittingly can be aided by their children's interests; they become occupied in these student activities, even lend a hand with them, and hence tend to worry less about the con-

flict. Any well-organized activities program ought to be adjusted to meet the emotional needs of the community so far as possible.

YOUTH EAGER TO SERVE

One point not to be overlooked and perhaps the one second-most frequently mentioned in the survey returns is that students are eager to do something helpful in the emergency. Let them share in avoiding waste, saving essentials, selling stamps and bonds, spreading information, promoting civilian defense, and doing the other necessary "behind the lines" tasks: This definite suggestion was often repeated. All of these duties, it was pointed out, would help to give an answer to the everpressing question of youth: "What can we do about it?"

In the past the American student, particularly the college student, has often been accused of being self-centered, and the accusation has been to some degree valid. The present crisis has jarred him out of this complacency but now unfortunately confusion seems likely to result in its place. For that reason as much as any other, all our schools must be in a position to suggest and organize constructive programs. Confusion, if allowed to spread, may be as potent an enemy to the future of tomorrow's citizens as Naziism and world imperialism.

Activities are at present of paramount importance since they satisfy youth's desire for action and participation in the crisis. So did many respond to the "Why?" They then went on to note the steadying effect of extra-curricular interests at a time when students may feel much of their academic work is unimportant. To most activity counselors student enterprises are now known to furnish a greater individual challenge than the regular class work. This challenge is a significant factor in bolstering individual morale, for there is considerable satisfaction—one of the mainsprings of morale—to be gained at a time such as this by being active. In any crisis action is needed, and for that reason young as well as old should be kept busily engaged.

As for the constructive value of these activities, it can be pointed out that many of them make direct contributions

to the war effort. Above all, training is provided in what the students consider real situations. Youth is provided an opportunity for constructive work, and adolescents particularly can actually participate, even if indirectly, in the national program. To the participants themselves this is important since it places them in adult roles. Naturally they do not like to be regarded as children at any time, more so now than ever.

CHARACTER AND CITIZENSHIP

Cultivation of such attributes of good citizenship and character as self-reliance, cooperation, leadership, responsibility, and willingness to be of service are essential to morale in any country either at war or at peace. This was a fact emphasized by at least a third of those replying. To them the development of worthy character and citizenship was one of the prime values of a sound extra-curricular program. "What better chance," they ask, "is there to place responsibility on a young chap than through election to office in an active school organization? What better way to arouse loyalty and support for the institution than through participation in its endeavors?"

Primarily, such a program can aid in the development of a more active citizenship on the part of pupils in many ways. There are the opportunities provided through self government, through the cooperative endeavor called for in activities, through the privilege of sharing and participating in our nation's task, through the chance for service in what should be recognized as a normal, natural community situation. Each of these was suggested by one or another of the educators questioned.

Fundamentally, participation in student affairs tends to place responsibility and to teach students to accept responsibility. Without a doubt this is important, since in turn it leads students to the proper understanding that our freedoms depend entirely upon our ability to bear the responsibility co-existent with each liberty. The individual in the democracy must learn that freedom demands responsibility. So must the student learn that rights and privileges mean corresponding duties

and responsibilities. Activities above all emphasize the relation of privilege and responsibility.

Some few took occasion to mention activities as providing the opportunity to develop initiative and leadership under expert guidance. Training for leadership was pointed out as of special value in this world crisis where leadership ultimately may determine the outcome. In addition, habits of conservation of personal and material resources may be furthered through educational campaigns directed at the entire school population. These, too, are traits of good citizenship, especially today but also in all days.

In line with citizenship training, several college and junior college educators placed the emphasis on student participation in school government, stressing the school as a workshop of democracy. The extra-curricular program, in their opinion, gives students a chance for leadership in what should be recognized as a normal, natural community situation and hence serves as a laboratory for practice in the use of democratic instruments.

Round tables, assemblies, discussion groups, and various other programs are also recommended as a means of implementing the convictions of youth. Such activities give the school a reasonable chance to stress the meaning of our democratic way of life and similarly to convey ideologies which we need to impress upon our future citizens if we are to perpetuate democracy. Free discussion is unquestionably a desirable aid in clarifying the basic issues of the conflict and the meaning of the future peace.

PROMOTE PHYSICAL FITNESS

One of the other important values of school activities mentioned in many reports was the promotion of physical fitness. Since recreation and recreational training is absolutely essential to civilian morale, most administrators agree it is desirable to continue interscholastic and intercollegiate competition. These, and many others also, agree it is perhaps even more desirable to promote intramural athletics on a broader basis. Such plans are being put into operation by many institutions

among them Ursinus College, where is projected one of the most far-reaching compulsory athletic programs varied enough in scope to include activities in which all can participate. Certainly programs like this will do much to strengthen our belief in the fundamental soundness of American manhood and womanhood despite foreign criticism that lack of discipline in living has brought about physical and moral weakness.

"An all out effort to win the war" embraces not only the manufacture of weapons but the building of confidence, faith, hope, and courage as well. One of the college presidents returning the questionnaire made this point in recommending the continuance of those cultural activities that have meant so much in the development of our civilization and have long served the spiritual needs of man. He was not alone in his recommendation either, for many were those who urged us to preserve the reality of culture amid the ever-increasing whirl of materialistic demands to win the war. That, they all agree, must be done, but not at the expense of losing a peace that must be written on the basis of those transcendent values which can come down to us only through great literature, music, art, drama.

Finally, there is the need for developing a group solidarity, a need partly met through group activities. Good morale requires a united purpose; activities promote such feeling in so far as they bring students together with a common purpose. It was a Pennsylvania school superintendent who expressed the further implications when he cited his belief that "a functioning school activities program cannot help but be reflected in the community." Not unfairly could it be asserted that the activity program in the school reflects the life and spirit of the school; so does a well organized and functioning school reflect a wholesome community life. The schools are only a part, yet an important part, in the community life; their activities are only one of the forces, yet a significant one, in the promotion of good community morale.

WHAT ACTIVITIES ARE MOST EFFECTIVE?

To turn to the second principal topic

of discussion, the survey indicated two types of activities which, in general, appear to be most effective in promoting morale. They are: first, those which by their very nature succeed in "cleansing" or "refreshing" the mind; and second, those designed to make the student aware of his citizenship and the ways in which he can help his country on to victory. Among those activities considered of a cleansing nature can be cited music, dramatics, athletics, art, social activities, and others generally promoted. In the latter group are numerous and varied activities, some of them coming into the school program with the emergency. Club programs, round tables, student government, and many other common activities can and have been geared to emphasize our responsibilities as citizens. There are also some new activities, such as civilian defense programs, pre-induction training for young men, courses to fit young women for auxiliary service, and various other campaigns inspired by the war effort.

Frankly, there seems to be a place for all activities in today's school program. It is suggested by numerous educators that the individual institutions develop as many activities as they can carry on with reasonable assurance of success. Several advantages are foreseen as accruing from such action. A well developed program will increase the opportunities for participation on the part of the individual—it will provide an avenue of expression for those students whose interests and abilities are spread over a considerable range. At the same time it will permit activities groups to be small enough to allow each member to take an active part and will open the way to participation by all. This latter situation will help to bring about closer cooperation among faculty and students in supporting the entire program of activities and will of itself be a great aid to morale.

First of all, existing organizations and activities can with slight adaptation become vital factors in morale-building. For example, assembly programs can be planned so as to stress current problems as American ideals and aspirations, the war effort, ties with South and Central America, ideologies of the

Axis vs. the United Nations. Debating teams can be turned into speakers service bureaus and aid in selling War Stamps, explaining conservation and rationing programs, or the like. Hobby clubs can emphasize war activities by building model planes for Army and Navy use, collecting Victory books, planting Victory gardens. Student government organizations can take active part in planning air-raid drills and promoting campaigns engendered by the war drive. Dramatics organizations can prepare pageants, plays, and productions conducive to morale building, can even take their shows to nearby training camps for presentation. These are but a few of the ways in which existing organizations can revitalize their programs.

Then there are the new activity interests which daily are being introduced in the school program. Foremost among these are the conservation campaigns and the sale of War Stamps and Bonds. Various economy campaigns, Red Cross and First Aid programs, are making youth conscious of the vital part they can play in helping their country. In institution after institution there now is springing up a defense program of one type or another. Some schools have set up student defense councils, others have civilian defense training programs, still others are recruiting air raid wardens, fire wardens, airplane spotters, and workers in related volunteer groups. More and more institutions are organizing Service Clubs to keep in contact with their alumni in the service and to aid them in every possible way. Although not a complete summary by far, it can be noted that many of these new ventures are action programs serving a significant purpose when it comes to morale-building.

NEW EMPHASIS SUGGESTED

Of immediate importance is the answer to the question: What are the conclusions to be drawn from this survey?

Significantly, it is rather evident that this is no time to reduce our activities program. "Not less school activities, no; more school activities, or at least a different emphasis": from one of the returned blanks that statement is quoted

because it appears to sum up the findings.

A diverse program is no doubt desirable. This assumption is made since diversity would provide more outlets for individual student participation, would serve more common purposes, would enlist more cooperation. These three were suggested as desirable goals if morale were to be strengthened through the ECA program.

Certainly many activities can be reorganized to serve more directly the war effort. Such reorganization would be advisable, too, inasmuch as the most effective activities at present are those which are directly concerned with the operation of the institution or tied up closely with some worthy activity in connection with civilian defense or civilian war effort. Interesting stories of such adjustment are being provided by institutions all over the country. A follow-up article will cite such examples as that of the Hershey Junior College debating team, Reading High School aviation club, Christian College dramatics group, Palmerton public schools home room program, Long Beach Junior College community sing, and D. A. Harmon Junior High School (Hazelton, Pa.) Junior Red Cross work.

Finally, the primary value of activities must be revised in the minds of activity counsellors, faculty sponsors, school administrators, and all others connected with the ECA program. The importance of activities as recreation can now be rated as secondary to the objective of building loyalty to the group, the institution, and the nation. Perhaps it is an interesting commentary that the most important activities today are those which are designed to aid others rather than develop ourselves.

In this new emphasis undoubtedly lies the real value of activities for morale-building.

* * * *

EDITOR'S NOTE—*Roy E. Morgan's second article on this subject will be released in the September number of SCHOOL ACTIVITIES. It will deal with the specific activities which have been considered effective for morale-building in various schools.*

War News in the Scholastic Press

H EADLINE hunters of the scholastic press have new worlds to conquer now that the United States is at war. They can help win the war by publishing and interpreting news that will build and maintain student morale. Nor is there any other student group that has so great an opportunity, so grave a responsibility.

Lives of students may be saved by prompt, accurate, and complete coverage of stories dealing with what students are to do in case of air raids, submarine attacks, troop movements, explosions in defense plants, evacuations of aliens, or other emergencies which some communities may face.

Democratically organized schools will have students participating in the planning of civilian defense activities. Perhaps the student council will assume this responsibility, or perhaps a new agency may be created. In either event the school press will want to keep students informed about the rules and the routine involved.

Support for campaigns to sell defense stamps and bonds can do much to encourage students to save systematically while helping their government. Similarly, students not only should be invited to invest in their government, but also to contribute to the Red Cross, the United Service Organizations, and other agencies acting with official approval.

Almost every curricular and extra-curricular activity may be a source of news about war work in the school. Dramatic and music organizations may sponsor programs to entertain soldiers home on furlough or in nearby camps. Or they may entertain men and women employed in defense industries. In small communities without local papers, student journalists may prepare a special local bulletin to send to the community's men in the fighting forces.

Home economics classes, scholastic reporters may discover, can be very busy during war time. First aid, home hygiene, war fashions, food conservation, blackout materials, and air raid shelters may take their attention. Now

LAURENCE R. CAMPBELL
Lecturer in Journalism
Northwestern University
Evanston, Illinois

and then some of the students in these classes may send cookies to school alumni in training camps.

Students in industrial arts courses may be studying the construction of air raid shelters. Or they may make shutters to cover windows to protect them during air raids. Then, too, some of them may be training students for jobs in defense plants.

English classes may stop writing imaginary letters and instead write letters to school alumni in training. Or they may cooperate with the school library to collect books and magazines for boys in camps. Those who are studying journalism may post news summaries, photographs, and maps on the school bulletin board and announce the time of important news broadcasts.

Bombs need not take all the time of our future chemists and physicists. They can study fire fighting techniques too. They also may investigate luminescent pigments to be used for identifying light switches, steps, and doors during blackouts.

Art students can prepare posters for various drives, as well as signs to identify first aid headquarters during air raid drills. Social science classes, commercial classes, and, in fact, all classes will find there are special services they can render. Moreover, alert and vigilant student reporters will be quick to report the news and also to give editorial support when it is warranted.

No doubt some class or club will sponsor drives to save paper, aluminum, tin foil, or other materials needed in war time. Here again is a chance for the scholastic press to publicize efforts to help win the war.

Wise student journalists will avoid posing as authorities on military strategy—a weakness too common among professional journalists. Instead they will devote their talents and energies

to helping with the war efforts in their own school and community.

Long recognized as dynamic educational projects, student publications will prove that they can render a great service to their schools and their country in war as well as in peace.

Defense Stamps Every School Day

FRANK MEYER

*Student Council Adviser,
Grand Haven Junior High School,
Grand Haven, Michigan*

AN OFFICE to sell war stamps every day can easily be established in any school. In the Grand Haven Junior High School the Student Bank has assumed this responsibility.

Before the time of war stamps the Bank received savings, credited these to the student's account, and deposited the money in the local bank. Now in addition to this it sells war stamps. The Bank is open Monday through Friday from 8:00 to 8:15 and from



Junior High Students Buy Defense Stamps

1:00 to 1:15. Thus boys and girls have an opportunity to buy war stamps every day.

In many schools stamps are sold but on a designated day. This means that numerous dimes and quarters are spent foolishly before "Stamp Day." It establishes the feeling that merely on a certain day is money to be loaned to the government. It eliminates a method of teaching natural, systematic, day-by-day thrift. It may mean fewer stamps sold in that a pupil who forgets his money must wait another week to purchase a stamp at school.

At this junior high school the student council appropriated five dollars as a revolving fund to buy stamps. The bank itself sells these stamps and each afternoon purchases more at the local post office. If it runs out of stamps during the day, the prospective buyer either trusts the Bank with his money or a "banker" makes a trip to the post office, a store, or the superintendent's office to replenish the Bank's supply.

The Bank's staff is composed of six students who have passed a civil service test and who have demonstrated their honesty and efficiency. Only three are on duty at any one time so the task does not become too much of a burden.

During the past few months the 210 students of this junior high school have purchased between \$20 and \$25 worth of stamps each week. Considering the fact that stamps are sold in many places by many persons, including newspaper boys competing for an award, we believe this is a fair record.

Citizenship Day

LILA MURTON

*Director of Publicity
Prairie du Chien Public Schools
Prairie du Chien, Wisconsin*

THE STUDENTS of the Prairie du Chien junior and senior high schools have just completed their third annual citizenship program—a program of which they and the members of their community are justly proud.

The climax of the entire program comes when the students take over the management of city and county affairs for one day. Prior to this, there has been a day when student teachers are in full charge of the school. The president of the student council, by virtue of his office, becomes Principal for the day and the secretary of that organization Assistant Principal. Classes are planned beforehand by student teachers chosen to teach the various classes of the day. Any disciplinary matters that come up are handled entirely by the student teachers. The ability that they show, and the sincerity of all students on this day is really most admirable.

About a week and a half before students take over the management of the city, two political parties are set up in the school. This year we had "The Peoples' Party" and "The Square Deal Party." Nomination papers are filed, and the political rally is on.

Each party has a complete ticket for city and county officials. Each party has two assembly programs, and it is highly interesting to see the rivalry between them as they campaign for votes. Enterprising students print

(Continued on page 348)

What They Say About the Junior High Council

MANY teachers, apparently unfamiliar with the evidence that a student council may be an effective agency in either the elementary or junior high school, still suppose that it should be expected to operate only in a high school. Indeed, they seem not to consider that its success at this level may be influenced markedly by the pupils' previous experience in deliberative procedures. It may be asserted that, at whatever school level the council is organized, the matter of primary importance is how well does it operate? how extensively do pupils participate? how vital a factor is it in the life of the school? If the pupils in a school are indifferent to their council, then one may conclude that that council is dormant or lifeless in its functioning.

It is assumed here that the dominant purpose to be served by a student council is to provide children or youth with practical experience in using democratic processes for studying group problems, discussing group issues, and reaching group decisions. Participation in any way in the activities which pertain to a council program will be expected to furnish excellent opportunities for individuals to exercise and develop feelings of responsibility. Such feelings may be experienced not by council members alone but also by the other pupils in a class or group which receives reports from or gives instructions to its council representative.

Those who sponsor a council or attempt to appraise its achievements have urgent need for pertinent facts, not unsupported opinions. One source of such information is the honest testimony of boys and girls—both those who are council members and those who have not been so chosen. This type of information has been made available by one of the writers of this report¹ with reference to ten junior high schools in the metropolitan area of Kansas City. These schools, having a combined enrollment of 10,850 pupils, were visited and then

F. P. OBRIEN
*Professor of Education,
University of Kansas*

INA MAY SHEPPARD
*Teacher, Northwest Junior High
School, Kansas City, Kansas*

studied to secure answers to such questions as: what are the aims, the obstacles, the programs, and the outcomes of the student council in urban junior high schools?

It was found that eight of the ten junior high schools had a student council. The number of members in these councils varied from 31 to 116. Election of council members by the homeroom classes, to serve for one year, was the usual method of selection. Scholarship, leadership, or faculty approval were reported as qualifications required for election to membership.

Teachers who were council advisers in these junior high schools were interviewed concerning the purposes which student councils were expected to serve in the school. Most frequently mentioned by them was the rather general purpose, "to foster good citizenship." Next, according to frequency, were the two purposes, "to provide opportunities for training students in active participation in school affairs" and "to promote the spirit of cooperation." Other purposes which were stated by the advisers included making pupils conscious of group responsibility, fostering leadership, and giving the school desirable publicity. To look after traffic-officer and usher duties was another purpose of the council as reported by some of the advisers.

A total of thirty-three different duties engaged the attention of student councils in these schools. The duties or activities reported most frequently in their programs were: promoting good

¹Organization and Functioning of Student Councils in Junior High Schools, Ina May Sheppard. Unpublished Masters Thesis, University of Kansas, 1940.

school citizenship, providing for the beautification of grounds, management of study halls, handling safety programs, and planning school assemblies. Two or more of the council programs included lost and found service, favorable school publicity, lunch room control, directing school parties, sponsoring special projects, and aiding in school discipline. Activities of the council were reported to the school through the school paper, homerooms, bulletin boards, assemblies, and public address systems.

Some alleged obstacles to the success of student participation in school government were listed and submitted to administrative heads of these schools for the purpose of finding out which ones they regarded as having some prominence. The list which was submitted for this purpose comprised thirteen potential obstacles that were borrowed from a previous study.² Many of these obstacles were regarded by the principals as deserving of some consideration, but few of those consulted assigned a place of importance to any of them. The tendency of pupils to slight regular work for student activities and to mistake liberty for license, also the lack of cooperation or understanding on the part of teachers, were regarded as difficulties to be met. But lack of pupil interest, failure to secure proper faculty sponsors, and emphasis on the mechanics of organization were not among the difficulties noted by these principals.

To secure the composite judgment and the results of experience of boys and girls who were members of a junior high school council, a schedule of eighteen questions was distributed to them. Replies were obtained from eighty-eight per cent of the council members. These pupils were almost unanimous in stating that they liked the council type of activity and that it taught them cooperation. A high percentage, above ninety, felt sure that they were learning to be tolerant, to work in a group, and to be better citizens, also that they were making desirable friendships and seeing more clearly problems of personal and group conduct. But from thirty to fifty per cent of the council members reported that they were not learning parliamentary usage, securing help in

their life work, or getting practice in speaking to a group.

The council members were in almost full agreement that the council represents what they believe to be a democratic way of handling the student problems considered by it. Many of these pupils maintained that through their organization they had also taken part in community activities such as fire prevention, Red Cross work, and safety programs.

From pupils who are not council members one might expect less interest in or less approval of its activities. A random sampling of such pupils, similar in number to those in the council, responded to inquiries on a question-blank and provided testimony concerning their attitude toward the council. Few felt doubtful that the council performed worth-while services to their school, and many agreed that some of the services were worth-while to them personally. There was general feeling among non-members that they had a voice in school activities.

Nine out of ten non-members stated that they would like to be members of the student council. They believe that it promotes school spirit. They also listed among its important activities the programs pertaining to safety, discipline, and social events. Less frequently mentioned were hall patrol work and health efforts. When asked how they kept in touch with the council, they listed the following: visits to council meetings, written reports, assembly reports, school paper, and other pupils.

In sharp contrast with schools which give their pupils experience in carrying appropriate responsibility, the principal of a school which has no council stated that he believed in "pupils' doing things without the red tape of elaborate organization." Far too often this sentiment may be translated in practice to mean that the pupils' conduct will be directed by a policeman. Certainly the viewpoint expressed by this principal is in conflict with what experienced pupils, principals and sponsors say concerning the purposes and values of a student council in the junior high school.

²Earl Rugg and others. Pt. II, Twenty fifth Yearbook of National Society for the Study of Education, Chapter 18, p. 132.

Parade of Posture

SOME three thousand young men and women from junior and senior high schools and junior colleges in the Intermountain Region meet each spring to compete in Brigham Young University's Invitation Meet and Relay Carnival.

These youngsters "take over" in this athletic extravaganza, which acknowledges no difference in race or color, but honors only the swifter runner or the more skillful performer.

Names from most of the countries of Europe and from the Orient are found each year on the huge entry lists, and on the two days of the Meet the lighter skinned athletes pit their strength and skill against darker skinned performers with nothing more at stake than a medal, a certificate of achievement, or a second clipped off a record.¹

Begun in 1911 with several nearby high schools taking part, the Meet has grown until now 25 acres of sod are required for the running off of various events.

Ushering in the afternoon activities in tennis, dancing, and track and field events, is the picturesque senior high school girls' posture parade with squads of 35 uniformly dressed girls marching and maneuvering.

Heads up and shoulders back, eyes to the front, with Old Glory dancing in the breeze at the head of the procession, the girls tread the cinder path in perfect alignment. From the track this parade of beauty and posture proceeds to the football field, which serves as a parade ground. Here the squads pass in review before the stands and judges, then converge in mid-field for the salute to the flag.

To compete in the event, squads must conform to the following regulations:

- (a) Uniforms are to be black and white only.
- (b) Shirts are to be of white material. (Short sleeves suggested; tuck in at waist.)
- (c) Skirts are to be of black light weight wool, the bottom of the skirt to come to the middle of the knee

AFTON HAWKER

Extension Division, Brigham Young University, Provo, Utah

cap. (It is suggested that the skirt be conservative, yet stylish.)

- (d) Two strips of ribbon (school colors) over the left shoulder tucked in at the waist at the right hip. One strip, 3 inches wide, of lighter color, as the base. One strip one inch wide, of the darker color, placed directly over the base ribbon.
- (e) Ankle socks and shoes are to be all white. (Flat heeled or gym shoes recommended.)
- (f) Posture squads are to wear white visors bearing school letters in black.

In making turns at corners, squads may use either the wheel or stagger turn.

Teams are judged on the following bases: Posture, 55 points; uniforms and general appearance, 15 points; spacing between files and ranks, 15 points; cadence and execution of marching tactics, 15 points.

Posture is judged on the basis of the Straight Line Test as established by the posture charts, Children's Bureau, U.S. Department of Labor, Washington, D.C. (Note: Girls should guard against protruding abdominal wall, forward head and neck, and accentuated lumbar curve. Feet should point straight to front during march and standing positions. An easy relaxed marching stride which is free from strain and tenseness is highly desirable.)

It is suggested that there be enough distance between files to execute properly a right dress and that the distance between ranks be the distance of four girls standing abreast.

Cadence is to be 120 steps per minute. Marching tactics include turns on the corners, straight lines in marching in fours and eights, ease and freedom of body movement, execution of squads

¹Salt Lake Tribune, April 24, 1941.

right (four girls constitute a squad), and execution of the salute.

The school flag is carried by one girl who precedes her posture team. Four steps behind her will come two girls carrying the school banner, this banner to be 60 inches by 20 inches in size and in school colors. The flag bearer and the banner bearers are to be the usual squad distance apart.

Immediately after a representative of the team has drawn for parade position, posture squads will form for the parade. An inspection of all posture squads will be made by the judges prior to marching time.

The squads enter the stadium at the southwest corner and march in fours around the track, entering the grass turf at the northwest corner. After marching around the turf once in fours, posture squads form in eights at the northwest corner and march again around the field to the north and center, at which point they form sixteens and march southward to their designated positions and come to a halt.

After all squads have arrived at the above position, the General Director will give the command "Squads Left—March!" At the command "March," all posture squads will execute a squads left coming to a halt facing east. The flag and banner bearers are now directly in front (east) of their respective marching squads. The marching squads are now facing east with eight girls abreast, making a column of four lines.

On the command "Flags and Squads—Salute" the American Flag is held while all school flags are dipped in salute. (All squad members salute by placing the right hand above the right eye as follows: the hand is held in a straight line with the forearm; the fingers touch the forehead just over the right eye; the forearm slants 45 degrees downward to the right. The fingers, hand, wrist, and forearm are all in a straight line, fingers and thumb being held tightly together.) The salute is held while the band plays "To the Flag" and "The Star Spangled Banner."

The command "Attention" is given, and all squads assume attention. The flag bearer turns right and marches south. The banner bearers march to the point where she stood, column right,

and follow her. The four squads of eight follow the banner bearers to the turning point, column right in their eights and follow out.

Since the late Wilma Jeppson, Professor of Physical Education at Brigham Young University, instigated the posture parade back in 1924, the marching legions of young womanhood have taken over the top ranking post in the always colorful fiesta.

Part of a tribute to Miss Jeppson read during the 1939 posture parade follows: "Throughout the innumerable years to come, thousands of women who have marched in the posture parade, remembering, will face life with shoulders back, heads up, and eyes straight ahead. There will be more of grace, buoyancy, and beauty in the world because Wilma Jeppson once dreamed a lovely dream of marching girls and made her dreams come true."

Following the posture parade hundreds of individual competitors perform with relay batons, the discus, vaulting poles, tennis racquets, and javelins, a striking display of modern youth in body-building activities and a means of insuring alert, clear-minded, strong-bodied men and women for the future of America.

(A scene from the Posture Parade is shown on the front cover of this issue of *School Activities*.)

Fool Proof Elections

TOM HANSEN

Principal, Hobart Senior High School
Hobart, Oklahoma

EVERY sponsor of class or club has at some time or another come face to face with one of the weaknesses of the democratic system—that of nominations from the floor. A group of practical jokers or a squad of smart alecks may make a ridiculous nomination, and the awakening comes when undesirable Jim is elected to one of the most important positions in the student body or irresponsible Jane is saddled with a job she can not hope to handle.

To insure the selection and election of the cream of the student body, the Hobart, Oklahoma, Senior High School has developed a system which has been in operation for three years and which has the unique distinction of

(Continued on page 359)

A Carnival With a Patriotic Slant

FOR A number of years Welch Junior High School, of Ames, Iowa, has helped finance its athletic program by holding a sport carnival of some kind. When the subject came up for discussion this year, the school was already in the midst of Red Cross drives, defense stamp campaigns, and other worthwhile activities which were drawing heavily upon the budgets and allowances of the student body.

The first reaction was the suggestion that we drop the show for this year, but the "W" Club and its sponsor got their heads together and came forth with an idea to demonstrate "Where there's a will there's a way." The carnival was held, everyone had a good time, no one in the school paid out any cash, the club made money, and the whole school made another contribution to civilian defense. Here is how they did it.

OLD PAPER AND JUNK WAS EXCHANGED FOR TICKETS

Much publicity had recently been given to collecting waste paper and other usable scrap material as a step in civilian defense. This gave the boys an idea. They made the rounds of the junk dealers near Ames and got prices on a number of needed scrap items—wire coat hangers, rags, brass, copper, iron, aluminum, rubber, magazines, and newspapers. The prices offered were posted on the school bulletin board with other carnival advertising, stating that credit at market price toward the purchase of carnival tickets would be given for any of the scrap listed.

Arrangements were also made to exchange part of the credit from the scrap for defense stamps, should the pupil wish to do so. This exchange was to be made at the student council's stamp sale table in the school office.

A receiving room was provided near the gymnasium entrance, and mem-

JOHN E. HARLAN
*Principal of Welch School
Ames, Iowa*

bers of the "W" club, working in groups of four, weighed in the material, tied it in convenient bundles, and stacked it. Credit tickets issued at the time the material was weighed in were later exchanged for carnival tickets (5c each) or for defense stamps. This exchange was carried on before school and after school for three days preceding the carnival, which was held in the school gymnasium.

PRIZES WERE MADE IN INDUSTRIAL ARTS CLASS

Prizes, always a carnival problem, this time were provided by the industrial arts classes. For a number of years an activity of this department has been to make liquid rubber molds of various objects and then to cast these objects in Keenes Cement. Once the mold is made, any number of duplicates can easily be made. The boys hunted up all the old molds they could find, borrowed some and made a few new ones, and soon had around four hundred dogs, elephants, lions, penguins, wall plaques, etc., at a cost of less than one cent each.

CONCESSIONS WERE OPERATED BY MEMBERS OF "W" CLUB

Concessions were arranged on the gymnasium floor, on the stage, and in adjacent rooms. They consisted of such activities as basketball, free throw, dart



A Truck Load of Receipts

games, ring toss, a fish pond, and bingo games. Each concession was operated by two members of the "W" Club, under the supervision of our physical education director who acted as financial manager and supervisor.

An interesting thing about the concession arrangement was that half of the contestants won prizes each game, so that the chances of winning were very high, and the "W" Club check-up showed that at least one prize was won by every participant.

ATTENDANCE WAS HIGH

Welch Junior High has an enrollment of one hundred forty pupils, and the grade school in the same building, two hundred. Attendance at the carnival ran well over two hundred, all of whom were pupils of the school and all of whom purchased their tickets by bringing to school waste material.

OUTCOME WAS HIGHLY SATISFACTORY

The boys and their sponsor, as well as the student body and faculty, agreed that this was their most successful carnival. It provided a challenge to their ingenuity, it provided an opportunity to use their organization for a good purpose, it provided necessary funds without draining pupil and parent pocketbooks, it placed in service several tons of otherwise useless materials, it started a number of students on a defense stamp program, and it was a lot of fun for everybody.

Journalists Edit County Weeklies

J. ORVILLE BUMPUS
Principal, High School
Chandler, Oklahoma

HIGH school journalism is one course that has been popular in Chandler, Oklahoma, high school for a number of years. The enrollment for the current term is well over forty.

The big reason for the popularity of the course is the fact that a well-planned extra-curricular activity program is worked out with it. For instance, the students supply articles for a full page in each of the two papers downtown. In addition, they have had features in other publications, enter several contests, and each spring stage a big journal-

istic event—editing of one of the local papers.

For a number of years, the program of turning a local newspaper office over to the journalism class for a week has been a highlight in the extra-curricular activity program of our high school. One time it is the *Chandler News-Publicist* and the next year the *Lincoln County Republican*.

This project is not play in any sense of the word, for the students fill all of the writing assignments, solicit all of the advertising, do the copyreading, proofreading, and supervise the make-up. They must also carry satisfactorily all of their work for other classes.

The newspaper is entirely in the hands of students, except for some supervision and assistance on the part of the commercial ed-



Chandler High School Journalists

itor and the class instructor. All sections of the paper are handled by the class, except for the continuation of a feature or two and the scheduled advertising.

The method of selection of students to work on the paper has differed. One year the teacher appointed the sixteen or twenty workers, another year the class selected them, and this year they were selected on a scholarship basis from all classes. Then an editor and business manager were elected from the select group. They in turn helped to pick the remainder of the staff.

The students look forward to this event and are warned in advance of many of the problems that they will be confronted with during their week of service as a newspaper staff.

Particular attention is given to public relations—to see that students enter into the newsgathering and business phases of the paper in such a way as to build respect and goodwill for the school, for the publisher of the paper and for the public.

Now this year sixteen students have had first-hand knowledge of and become familiar with some of the problems of newspaper people.

Just as they learn to write by writing—in this instance they have learned to do by doing—through valued extra-class activity in journalism.

Mather High School Frolics

MANY high school athletic associations no doubt have found themselves in the same plight as ours at Munising did some years ago. When school opens in the fall the athletic treasury is empty. Basketball will take care of itself, and if the team is a winner it may take care of the football deficit; but there is track in the spring, with everything going out and nothing coming in.

Cities are farther apart in the Upper Peninsula of Michigan, so traveling expenses are higher for teams and officials. It does not leave much for football and basketball equipment and suits. Accordingly, some years ago we worked out a plan for taking ourselves "out of the red" and providing that much needed nest-egg for the inevitable lean season. We did not want our plan to bear the stigma of "benefit," which is almost certain to cause the school patron to feel that he is being forced to make a contribution to charity. We wished to give the spectator his money's worth and more in good entertainment.

So the Mather High School Frolics came into being and have since become an annual event. The name is reminiscent of the sumptuous and popular reviews which were the show pieces of the metropolitan stage of some twenty years ago. The Frolics are in reality vaudeville performances so popular before the movies took over the entertainment field.

In each year's Frolics are presented from ten to fifteen independent acts. An attempt is made to make the Frolics representative of the talent of the entire student body from the seventh to the twelfth grade inclusive.

A nice balance of music, both instrumental and vocal, drama, the dance, and acrobatics is sought, with more than a dash of humor as a prime necessity. This year, naturally, the patriotic note was stressel.

Patterning after vaudeville, we permit no intermissions between acts. This is accomplished by alternating numbers on the entire stage with those in front

RALPH W. JACKSON

*Principal, William C. Mather
High School, Munising, Michigan*

of the curtain. A supervised stage crew quietly places the simple sets while a singer, dancer, or monologist performs in front of the curtain.

Sometimes we depend on printed programs to inform the audience as to identity of performers or to give credit for preparation of the more ambitious offerings. Last year we introduced a master of ceremonies with considerable success. This year a comedy team made a big hit by rapid changes of costume and unexpected appearances before each act. This innovation was received with increasing enthusiasm as the evening grew older.

Some of the entertainers are well known locally for ability in their field. Others are new discoveries. A girl does an impromptu bit at a class party and is spotted for the next Frolics. A football player entertains the squad with a mouth organ or a collection of hill-billy songs in the bus on the way to a game. Then he finds himself featured in the Frolics as well as on the grid-iron.

The Frolics do not interfere with the smooth daily operation of the school machine. A pupil is rarely in two acts on the same bill. No teacher is overloaded with responsibility. A dramatics teacher stages a one act play, usually a farce. The music department supervises the acts in which there are musicians and singers. The art teacher singles out embryonic artists for the production of rag pictures or chalk talks. An effective patriotic tableau was staged this year by the art instructor. Occasionally a talented alumnus is invited to appear on the program. This year it was a radio singer who had just won a popularity contest.

The program varies greatly from year to year, but an established custom now is to close the performance with a swift moving acrobatic act staged by

the directors of girls' and boys' physical training. Many pupils participate in this number; but that is all to the good, because the more families represented on the program the more families represented in the audience. Too, here is often an opportunity for a boy to "strut his stuff" where otherwise he would go all the way through high school without ever hearing the much appreciated applause of his friends and fellows.

Rehearsals for music, dramatics and acrobatics may very reasonably be considered a legitimate phase of the daily educational routine. Individuals practice alone in odd moments. No more than two general rehearsals are necessary. The school authorities have no grounds for complaining of sharply "upped" light bills. Little need be spent for advertising. The Frolics advertise themselves from year to year on merit alone.

Always more acts are planned than are necessary; if sudden illness causes withdrawal of a number at the last minute, panic does not ensue. The patrons have been promised two hours of continuous entertainment and they get it.

The Mather High School Frolics of 1942 was greeted Friday evening, in March 27, by a full house. The spirit was infectious, and every act was enthusiastically received. An eighth grade girl who came to us less than two years ago from another school and was known only to her immediate classmates is now known to the entire community as a singer and comedienne of talent. The five Lezotte sisters, ranging in age from four years to sixteen, who had appeared twice during the winter before small groups, are now recognized Munising personalities, because their pleasing talent as singers has definitely registered with a large and representative audience that vociferously and unitedly demanded more of the same.

And the subs as well as the varsity will be well equipped when the football season opens in the fall.

I know not what course others may take; but as for me, give me liberty or give me death!—Patrick Henry.

A New Slant on Trips

RICHARD PILANT
*Lindenwood College,
St. Charles, Missouri*

SCHOOLS are accustomed to subscribing to various publications and services. Here is one designed to vitalize classes in language, social science, and science, by furnishing personal, up-to-the-minute information by letter for class discussion and activities.

For example, an expert in geography would start out from a point on our northeastern seaboard and travel to the Gulf Coast, describing that geographic zone by letter daily to subscribing geography classes all over the country. He might successively take the Piedmont zone, the Appalachians, the Mississippi Valley, the Great Plains, the Rockies, and the West Coast. In a similar way world geography could be covered either by continents or weather zones. Of course, the writer would have to be an authority in his field to start with and able to impart life to his letters.

In a similar way the history of the United States could be covered, or world history, or American literature, English literature, world literature. The expert would visit the birthplaces of the famous writers, or scenes famous in their lives or writings, and connect his remarks with their works and times.

Again, units, irrespective of subject, could be so handled; i. e. transportation, pioneer life, urban life, communications etc. It is obvious that certain aspects of science could be treated by visits to the birthplaces of great scientists, to great laboratories, to industrial plants, to mines. Economics, sociology, music, sports, home economics, agriculture, dramatics, debate, poetry, novel, short story, painting, sculpture, advertising, retailing, wholesaling, government, educational methods, and history and administration. It is obvious that all subjects could be handled more or less completely in this manner.

If there were no difference in subject matter involved, the freshness of presentation in this new method would make it superior to the traditional procedure. The thrill of a personal letter, of foreign stamps and postmarks, of up-to-the-minute information from a person on the scene gives great impetus to student and teacher interest in the material. It can be so coordinated with courses of study as to involve no loss of continuity.

Such a project need not be unduly expensive; since the writer can be gathering material at the same time for permanent books or lectures; or fulfilling a lifelong desire to travel. The cost would depend upon the number of subscribers, how completely the material obviated text costs, how much greater educational results it obtained.

Tests as a Cooperative Activity

TO THE average teacher formal tests are the best means of evaluating knowledge. To the progressive teacher, this is a misconception both as to the purpose of tests and as to the results of tests.

There is a traditional misuse of tests. There is very little foundation to the belief that our present formal examinations test the knowledge and personality of a child. They merely test his memorization of drilled facts, which are for the most part unrelated in his personality, except as rather dull academic memoranda carted in his experience as so much excess baggage. By the average person, these facts when not constantly put in use are conveniently discarded.

The average examination does not test functional knowledge, because the material used is not handled in a functional manner. The tests are not a natural *outcome* of project work. They are compiled by the teacher or examination board from prescribed text books. The questions are rarely based upon the child's living experiences, but are based on materials which, it is supposed, is good for him and which he has mastered by drill and formal study. This subject matter is, by its own general nature, unrelated.

When examinations attempt to cover this material, they become ridiculous by their lack of functional knowledge as well as by their lack of unity with social viewpoint.

Tests made up in this general manner are not scientifically suited to the development of the child, but are regulated according to the arbitrary class grade requirements. This does not allow for differences in individuals or differences in home environment, library facilities, or individual reaction to formal tests.

Some people temperamentally can not take formal tests. Forcing them to take such tests is not helping them. The fear of formal tests has been too powerfully conditioned in them from previous experiences. Also, as in the case of sever-

LARRY FLAUM

*Principal, Aurora High School
Aurora, Nebraska*

al state-wide formal examinations, differences of local needs are not recognized as factual educational problems. They are spoken of, but little more. Undue emphasis is placed on cramming from previous examination problems in order to receive a high rating for the school or for selected individuals. The formal state test becomes a competition for ratings, rather than for any value to the students who take them.

Perhaps the greatest indictment of the testing program as it is now organized is the fact that little if any participation is granted the children in the class test making. Obviously if children are to be tested, and education is to be democratic, then they should have a share in creating the structure of the tests, as well as in suggesting areas for testing from accomplishment of class projects completed during the term.

The whole psychology of test making and test giving needs examination. Primarily, if tests are to be given at all, children should participate in making them. The material should be based upon local needs and activities. They should be of the attitude and skill evaluation types. Emphasis should be placed upon the functional values gained through active educational experiences, rather than upon memorization of unrelated items of subject matter. The success element should be predominant in the creation of these examinations. Individual differences and rates of learning should be measured, and adjustments made for them.

Failing a child, in the light of the present weaknesses of examinations, is an educational injustice to the child.

Here are some proposed suggestions for adequate testing readjustment:

1. All tests should be objective in their point of view as to the attitude and skills which are to be evaluated. These skills and attitudes should be the result

of definite activities, and the tests should test them in action, rather than in passive recital alone.

2. There should be an objective attitude concerning the subject matter covered as to its social use. Emphasis should have been placed through previous remedial tests, upon acquisition of functional knowledge, in the light of material fitted to the community and school's needs.

3. Tests should be made with the aid of a student test committee elected by the students and teacher. This committee should meet with the teacher and indicate the areas of experience which have been most valuable to their needs. After complete discussion, the teacher should evaluate these suggested areas and indicate the type of test to be used. The committee does not know the actual test, but aids in selecting the type of test and the activities called for by it.

The principle behind the cooperative test is to find out the knowledge gained through the *process* of learning, while employed on individual and group projects, as well as to offer a diagnostic instrument for further guidance. That eliminates the problem of the test committee's knowing the form the test will take and others not knowing. The class all know what the *material* will be, and the *form* it will take is reported back by the testing representatives.

The specific questions are diagnostic in purpose on subject matter used as tools. They attempt to aid in solving problems in the student's own mind, as well as to test his ability to recognize actual useful relationships. The experiences he gained from the individual and group projects are put to use both in an academic sense and in an activity sense.

This same test committee helps to formulate the areas of experience to be tested in the general comprehension examination. This is done by reviewing the major group and individual class activities. Those that have the greatest number of *elements in common* are chosen by the committee as most representative of the class work. The test itself attempts to relate as many of these elements as possible.

Examinations in the formal school have ordinarily been oral or written

verbalizations, regardless of the course. This should not be the case in an activity cooperative testing situation. The method of testing should reflect the *character* and *objectives* of the particular course of study. In other words, a test may be an actual experiment, a manual arts product, or a musical composition. This shows the *skills* gained as well as the attitudes developed. Tests must become as flexible in nature as the needs of the students demand.

4. Tests should measure the problem solving powers, not the student's imitative, memorizing powers. Skills, attitudes, and initiative should be emphasized.

5. Eventually all tests should disappear for all purposes other than those remedial, and passing a course should place emphasis on skill and habits and broad view-points gained rather than data on specific material.

Subject matter as a rule is forgotten when formal school is completed, but habits, attitudes, ethical views, and skills, which are learned through use and in functional situations, remain the materials which aid students in achieving a successful adult life.

Citizenship Day

(Continued from page 338)

name cards for the office seekers—at so much a hundred. Clever slogans and catchy phrases appear on the cards.

The actual voting is one of the highlights of the program. The approximately 400 voters are assigned to wards. Regular polling booths are used, and the students vote during their free periods throughout the day. The Civics classes are in charge of the polls, and count the votes.

Before taking over the city, each person elected to office, confers with the official whose place he is to take, and is ready to officiate in all matters pertaining to his particular field. Court cases are tried; a meeting of the city council is held; the board of education meets, and all student officials are for a day, masters of situations that they will in time, as citizens of their community, have to take over permanently. Permanently perhaps, but never with more sincerity or greater enthusiasm than they show on Citizenship Day.

We're proud of the day our students take over the school and the city. We all learn something from it. It is living situations rather than studying them. It is democratic!

Training for Defense

AMERICA is at war. Every American citizen is willing and eager to do his share in helping to win that war—to win it as soon as possible. Many of the boys of this community are in active service. But what can we as individuals, as a school, as a community do toward gaining that victory? That was the question we were asking ourselves in Bethany. After the bombing of Pearl Harbor there was naturally a speeding up of defense programs; we were ready to take an active part. Immediately we set out to find out how we could best serve in this emergency.

Bethany may be considered a typical rural community of central Illinois. The town is located eighteen miles southwest of Decatur in a strictly agricultural section. The people of the community are progressive citizens, interested in the welfare of the community as a whole, and of the school in particular. They have been loyal supporters of the school and have taken an active part in the activities sponsored by it.

This school has specific advantages which enable us to take a constructive part in the defense program. Because of its progressive ideals and practices in agriculture, Bethany Township High School was selected as one of the seven schools in Illinois to work on a five-year evaluation program in cooperation with the University of Illinois.

We have a well-equipped agricultural department headed by a far-sighted and progressive instructor. An agricultural council was organized early in this school year to act as an advisory board, to study the changes and improvements needed in the community. Geographically speaking, this council was selected from high school and non-high school territory.

In October the agricultural council reported a lack of farm labor and an anticipated greater shortage in the spring. To help the boys, to help the farmers, and to help the defense program the school offered to operate as a contact agent to register all available help, including boys in school, youth out

I. C. JOHNSON

*Principal, Bethany Township
High School, Bethany, Illinois*

of school, and adults. A call from the farmer would immediately place in his hands knowledge of all available farm labor in the community.

The next question was: how could the high school youth be made available during the plowing and planting season? Through a survey (Gallup poll) it was found that the planting season was really the busiest season.

The survey further revealed that the farmers were in favor of a six-day school week in order to free the high school students for farm work by May 1. The results of questionnaires, which were later sent to the parents, showed 93 in favor of the lengthened week, 7 opposed. According to a ballot vote, the student body desired the longer week, 127 voting for the change, 6 against it. Since the purpose of the school is to serve best the best interests of the community, the board of education formally voted for a six-day school week starting the second semester.

Steps were taken to help provide more and better-trained labor for the farmers' needs. It was agreed that boys might be excused from school when they were needed during the plowing season. The contact agency has already arranged for three boys to take shifts on a tractor and still remain in school.

Following the registration of available farm labor, we found many who were willing and anxious to help, but who did not know how to operate a tractor and farm implements. This situation was met by making arrangements with the local implement dealer to loan the school a tractor and machinery. Stakes were placed at regular intervals in rows and the individuals were taught how to operate farm machinery through the use of this device.

In 1940 a defense course was offered and training given to thirty-seven young men. In 1941-42, the evening

school enrollment surpassed all expectations, in farm repair, home economics, and adult typing. These classes have had a regular attendance and will be completed at the end of the tenth week with a pot-luck supper and joint meeting of all classes. As a result of the machinery repair class and other outside agencies, the garages and implement dealers have already been very busy with repair work which usually is not brought in until the plowing season begins.

We wanted to have something by which every student could take an active part in the defense program. Arrangements were made through the local post office to sell defense stamps. The sale at the high school has now exceeded the sale at the post office. Some forty youngsters have started saving through this method, and several have already saved enough to buy their first War bond.

Local school and community organizations have found further opportunities to help in the collection and conservation of material and labor. The Boy Scouts are collecting old papers and magazines, bailing and selling them.

No provision had previously been made for gathering scrap iron, a metal greatly needed for our war effort and of which there is a surplus in nearly every farm yard. All that was needed was an agency to get the two factors together. Arrangements were made with the two local elevators to weigh, free of charge, all old iron brought in. The iron was then dumped on the school ground and the weight sheet given to one of the teachers. At regular intervals junk dealers are called in to bid on the entire quantity. The Ag boys are acting as the contact men for the local Defense Board in getting the farmers to dispose of their scrap iron. On April 3 and 4, the boys made a house-to-house canvass to collect all scrap iron still in the community.

The photography club had been active and had progressed from developing to enlarging, oil tinting, and framing. It was no trouble to interest them in camouflage work.

Realizing the great need to strengthen our physical education departments before the government demanded it,

we stepped up an already active and progressive department from two days per week to three days per week, adding mass drills and conditioning exercises for ten minutes of each period. One period each week is devoted to health habits and instructions. The program is now set up in four cycles, the students studying one cycle each year: the first year is devoted to Personal Hygiene; the second to Food and Nutrition; the third to Community Hygiene; and the fourth to First Aid.

The cumulative results of our efforts to promote defense work in our school and community have been: the development of a better community spirit and a higher national morale; the helping through personal service, of a number of young people; and the starting of conservation and wise use of material and labor. We believe that these efforts, combined with the efforts of the many other million school youth of America, will help win victory for America and preserve the American way of life.

The people in Bethany really know now that America is at war.

Noble ideas of citizenship and its duties strengthen the will of all patriots.—*Gates.*

The development of community spirit in this generation of so-called civilized people should have the will to live together unselfishly in peace, in kindness and in brotherhood—*Arnaud C. Marts, President, Bucknell University.*

SOUND EFFECT RECORDS

Gennett & Speedy-Q

Write for free catalogue

GENNETT RECORDS

DIVISION OF THE STARR PIANO CO., Inc.
Richmond Indiana

SCHOOL MAGAZINES with all special and short-time offers. Free catalog to schools and teachers. Send 6c for first-class postage.



Agents wanted everywhere to sell all magazines. Liberal commissions! Ask for information. Dept SA.

DELONG SUB. AGY. LAFAYETTE IND

How Student Activities Are Financed

RECENTLY a group of secondary school principals who met regularly at the University of Chicago made a survey of the practices of financing extra-curricular activities employed by seventy-two schools. The study showed that in thirty-eight of these schools, most revenues are raised by the payment of regular dues; in ten schools, each member pays his own expenses in each group to which he belongs; in thirteen, the board of education contributes to the support of school activities; in seven, donations from outsiders are a source of revenue; and in four, voluntary contributions from members are made.

Other ways of raising money which were mentioned include benefit performances at the community theater, tuition paid by students, advertising in school publications, proceeds of club and other group enterprises, the purchase of activity stamps each week during the school year, and the profits from school cafeterias and bookstores.

At a meeting of student councils of the middle-western states held at Central High School, St. Joseph, Missouri, reports were made by the schools represented on ways they had found successful in financing student body activities. Producing plays, selling activity tickets, conducting book exchanges, working in stores, selling concessions at athletic events, selling mementos, and holding paper drives were reported as being the most effective methods.

The technique that Central High School used in raising money for the expenses of holding the convention at which these reports were made is worth mentioning. A canvass was made of the city to see how many business houses were willing to employ a student for one day with the understanding that the student would work free and that the wages the merchant paid would go into the fund for the convention. Students worked at jobs ranging from secretaries to packing-house employees and donated their earnings to the convention fund. The day upon which the students were employed was called "Central

C. C. HARVEY

*Principal, Tamms Community
High School
Tamms, Illinois*

Day," and over five-hundred dollars was raised for the expense of the convention.

In compiling a list of activities and projects for the National Association of Student Councils (See September, 1939, and December, 1941 numbers of *School Activities*), particular attention was given to ways employed by groups to raise money. The following practices and methods for acquiring funds to carry on activities were gathered from many sources:

Charge of admission to athletic events.

Profits from the cafeteria and the bookstore.

Fees and rewards from conducting a book exchange, a lost and found bureau, or a school auction.

Fines imposed for the violation of school regulations and safety rules.

Sale of activity tickets, general student supplies, arm bands and caps, school pennants, directories, jewelry, Christmas cards and valentines, popcorn and candy, etc.

Charge of admission to concerts, plays, pageants, carnivals, parties, dances, movies, fairs, circuses, minstrel shows, bazaars, operettas, banquets, fashion shows, lyceums, and lectures.

Funds raised through special days, such as penny day, work day, or tag day.

The Remuneration for occupations, such as messenger service for school, typing and mimeographing, or the service of a school bank.

Contributions from both students and outsiders.

Locker fees.

Grants from the board of education.

Interest on funds.

Contests. Poll taxes.

(Continued on page 362)

Student Governing Body Sponsors Council Round Up

HOPING to help other schools to either improve the student council that they already have or to initiate a student council in schools having no such governing body, the Marlette Consolidated school's council sponsored a Student Council Conference Saturday, January 31, 1942.

Invitation letters describing the purposes of the round up with a program of the student meetings were mailed to forty-three different schools in the Thumb area. In this letter, the planning committee urged that the invited councils choose at an early date the discussion groups in which they expected to participate so that questions and suggestions might be pre-planned in order to make the meetings as valuable as possible.

It was the plan that the entire arrangements should be pupil planned and pupil carried out. Through cooperation with the Michigan Secondary School Study, it was possible to obtain Dr. Edgar G. Johnston of the University of Michigan and Mr. Lee Mills, principal of North Muskegon School as general speakers. The students chose them because of their varied experience with student councils in Michigan.

The program opened with registration, from 9:30 to 10:00, when each person was given an identification tag with his or her name printed on it. The guests then met in the gymnasium, where Alvin Woods, a Marlette senior, acted as chairman. A short band concert was given by the Marlette Township school band, under the direction of Dale Hallack.

Steve Hanchuk, local council president, gave the address of welcome followed by selections from the Marlette Madrigal Club. Dr. Edgar G. Johnston delivered the main address of the conference choosing as his topic "Internes in Citizenship."

The following discussion groups, with Marlette students as chairmen, met at eleven o'clock in various rooms through-

ORIN J. TEMPLE

*Principal, Marlette Township School
Council Adviser
Marlette, Michigan*

out the school: Social Activities, Clubs, Assemblies, Publications, Financing Activities, Noon Hour Activities, and Student Activities in the National Emergency.

The senior class served a noon banquet luncheon. A student orchestra provided dinner music. Introduced by a student toastmaster, Mr. Lee Mills, the principal of North Muskegon High School gave the banquet address "How Can We Make America a Great Country?"

Two groups met in the afternoon. One discussed "Problems in Pupil Participation" while the other talked of "Activities Which Student Leaders Can Initiate." Dr. Johnston and Mr. Mills assisted the student chairmen.

An exhibit of school newspapers, year-books, handbooks, activity tickets, council constitutions and by-laws, and school forms were presented on a table in the auditorium.

Here is the day's program as shown on printed leaflets distributed before and at the round-up:

STUDENT COUNCIL CONFERENCE Marlette, Michigan

Saturday, January 31, 1942

PROGRAM

Registration—9:30 to 10:00

General Assembly—10:00 to 11:00

Alvin Woods.....chairman
Music.....Marlette Township
School Band

Dale Hallack, Director
Welcome.....Steve Hanchuk, Pres.
of Marlette Student Council

Special Music.....Madrigal Club
Dale Hallack, Director

Address by Dr. Edgar G. Johnston,
University of Michigan

(Continued on page 365)

News Notes and Comments

May Front Cover

Posture Parade, Brigham Young University, Provo, Utah.
Marlette High School Student Council, Marlette, Michigan.

High School Debate Question for 1943

It is assured that the high school debate question next year will deal with POST-WAR WORLD ORGANIZATION. Due to the uncertainties of the times and to the experience of high schools the past season, the wording of the question will be announced next fall.

Plans are under way for *School Activities* to be represented among the commercial exhibits at the Denver convention of the NEA.

NASSP and NASC Conventions

The convention of the NAASP and NASC is to be held June 30, and July 1, 2, and 3, in Denver. The program will consist of general sessions, group discussions on the four questions:

1. How to develop greater cooperation between the faculty and the student body.
2. How far should student participation in school administration extend?
3. Ways and means of the student council.
4. How can the student council assist in the problems of defense?

There will also be a panel discussion on "Theory vs. Practice of Democracy in the High Schools."

A committee is now making arrangements for the proper housing of the delegates and sponsors. A cordial invitation is extended to all administrators and teachers. Mail your check or money-order payable to Alice G. Langford, Secretary-Treasurer, whose address is B.M.C. Durfee High School, Fall River, Massachusetts.

Please find enclosed check or money-order for \$1.50 in payment of annual dues in the National Association of Student Councils and in the National Association of Sponsors of Student Participation in School Administration.

Sponsor School.....
Mailing Address Date.....
Member of N.E.A.?.....

The Chandler (Oklahoma) High School Band holds a concert at the time of the departure of each group of selectees.

School people with ideas within the scope

and purpose of *School Activities* are invited to submit manuscripts for examination with view to publication. Copies of the "School Activities Editorial Bulletin," giving instructions and manuscript specifications will be mailed on request.

National Franklin Committee Offers Program

The National Franklin Committee, founded to strengthen democracy through stressing the ideas and ideals of Benjamin Franklin, has organized a program for schools and youth groups throughout the country.

Material on this subject may be obtained by writing to: National Committee to Signalize Benjamin Franklin's Continuing Contribution to American Civilization, Benjamin Franklin Parkway at 20th Street, Philadelphia, Pennsylvania.

V for Victory Hop

"V for Victory" was the theme for an all-school dance sponsored recently by the Student Council of Liberty Memorial High School at Lawrence, Kansas.

No admission fee was charged, but everyone who attended the party was required to purchase a defense stamp. Students with school activity tickets bought a ten cent stamp, and those without tickets purchased a twenty-five cent stamp; this encouraged sale and fostered student interest in buying defense stamps.

The students of L.M.H.S. feel that this party was so successful that they desire to share the idea with other schools and organizations who are looking for plans to promote the spirit of national unity among their members.

Further details may be secured by writing to Bob Bayles, Senior Representative to Student Council, at Liberty Memorial High School, Lawrence, Kansas.

Central States Student Council Convention

Plans are being made for the fifteenth Annual Meeting of the Federation of Student Councils of the Central States. The Convention is to be held October 23-24 at the Hickman High School in Columbia, Missouri. The Central States Federation is composed of Student Councils of Iowa, Nebraska, Kansas, Missouri, Oklahoma, and Arkansas.

The theme of the convention will be "Leadership in a Democracy." The convention will

consist of general sessions, state meetings, musical programs, a sponsors' meeting, student discussion groups, a tour including the University of Missouri, Christian College, and Stephens College, a banquet, a luncheon, a dance, a program entitled, "Information Please," the Missouri-Iowa football game, an exhibit, and a business meeting.

The guest speaker for the Conference will be Dr. Clifford E. Erickson of Northwestern University. He will speak at two of the general sessions, will be the leader in the sponsors' meeting, and will lead a panel discussion. Other speakers already selected are: Dr. Fred McKinney, Psychologist in the Student Health Service, of the University of Missouri; Dr. Merle Prunty, Director of Extra-class Activities, Stephens College; Dr. C. E. Germane, Director of Guidance, University of Missouri; and Miss Louise Barthold, of Stephens College, who is the founder of the Student Council Federation of Central States.

Two new features have been added to the Conference this year. The first is the program "Information Please," which will be a panel consisting of the above named speakers and a student representative appointed by the state sponsor, or elected at the state meetings, from each state. The panel will answer questions on student participation. The other added feature is an exhibit for which each school will be asked to bring material such as handbooks, newspapers, yearbooks, assembly programs, posters, commencement pageants, etc.

The student council is one organization about whose worth there is almost universal agreement. The movement is more necessary than ever before. High schools over the central states area are urged to send representatives to this convention at Columbia next fall. If your school has not organized a council, now is the time to get organized. Your state chairman will be glad to send you material on how to get a council organized.

For further information regarding the Central States Federation or the Conference for next year, write to Otto H. Hayward, Missouri State Chairman, Senior High School, Webb City, Missouri, or Dr. Fred B. Dixon, Principal, Hickman High School, Columbia, Missouri.

Farm Boys Contribute to War Effort

This year the members of the Tonganoxie (Kansas) Rural High School vocational agricultural department are diverting from the routine procedure of study. Although the boys have in past years done considerable repair work, this year they made an "all out" effort to salvage old and discarded machinery.

Old mowers, wheat drills, pump engines, farming mills, and cultivators have been brought in for rebuilding. Many of these pieces of equipment were in need of new parts, and some pieces were in such condition

that considerable paint, parts, and labor went into them.

In addition to their repair and salvage program, the boys have made a wholehearted effort to increase local farm production. A total of 40 in-school and out-of-school boys are receiving instruction in farm production enterprises.

The Future Farmer members have purchased \$125.00 worth of bonds and have sold \$50.00 worth of stamps to other students. Individuals in the F.F.A. have collected one ton of scrap paper and four tons of scrap iron.

Announce National Joint Committee To Stimulate Aviation Education

The U.S. Office of Education and the Civil Aeronautics Administration have announced that they are joining forces in an all-out drive to "air-condition" American youth by stimulating aviation education in elementary schools and high schools. The CAA has been training pilots in colleges and universities since 1939, and the proposed program is designed to round out this work by carrying aviation to secondary schools.

Aims of Student Participation in School Government

In a study made recently by a group of principals who meet regularly at the University of Chicago, the heads of 81 high schools were asked to name the objectives of student participation in school government which they considered most important. The following objectives, listed in the order of their importance, were named:

1. To develop student responsibility, initiative, leadership, fellowship, and pride in the whole school life.
2. To provide students a medium of expression.
3. To promote worthy citizenship training in the school.
4. To provide a representative organization of the student body.
5. To familiarize the students with the operation of organizations in which they later will be expected as adults to participate.
6. To provide training in the conduct of organization meetings (parliamentary law).
7. To extend and supplement the work of the classroom.
8. To provide a working model of the governmental unit under which the students are to live.
9. To centralize and coordinate student activities.
10. To give students something to do that will help in the expression of personality—give them an opportunity to experience democracy by practicing democracy.

**A DIRECTORY OF
EXTRA-CURRICULAR ACTIVITIES INSTRUCTORS
IN AMERICAN COLLEGES AND
UNIVERSITIES**

ALABAMA

Alabama State Teachers College, Florence. C. E. Collier
Alabama State Teachers College, Jacksonville. Mrs. W. J. Calvert

ARIZONA

Arizona State Teachers College, Flagstaff. J. Harton
Arizona State Teachers College, Tempe. I. D. Payne
University of Arizona, Tucson. O. K. Garretson

ARKANSAS

Henderson State Teachers College, Arkadelphia. O. E. McKnight

CALIFORNIA

State Teachers College, Chico. Jane Shurmer
State College, Fresno. W. F. Tidyman
University of Southern California, Los Angeles. F. J. Weersing
State College, San Francisco. Mary A. Ward
State College, Santa Barbara. Elsie Pond

COLORADO

Adams State Teachers College, Alamosa. Luther E. Bean
University of Colorado, Boulder. H. H. Mills
University of Denver, Denver. Alvin W. Schindler
State College, Greeley. O. L. Troxel
Western State College, Gunnison. H. L. Dotson

CONNECTICUT

University of Connecticut, Storrs. Wm. T. Gruhn

DISTRICT OF COLUMBIA

George Washington University, Washington. J. H. Fox

GEORGIA

State Teachers College, Collegeboro. Faye Hill

IDAHO

University of Idaho, Moscow. Leon Greene

ILLINOIS

State Teachers College, Charleston. Bryan Heise
Northwestern University, Evanston. C. E. Erickson
State Teachers College, Macomb. A. Wellick
State Normal University, Normal. Victor Houston

INDIANA

Indiana University, Bloomington. W. W. Patty
Butler University, Indianapolis. Albert Mock
Ball Teachers College, Muncie. H. A. Jeep

IOWA

State Teachers College, Cedar Falls. Sadie Campbell
Drake University, Des Moines. Victor Mastin
University of Iowa, Iowa City. M. W. Stout

KANSAS

University of Kansas, Lawrence. F. P. O'Brien
Kansas State College, Manhattan. M. C. Moggie
State Teachers College, Pittsburg. W. E. Motter
University of Wichita, Wichita. Earl K. Hillbrand

KENTUCKY

State Teachers College, Murray. G. T. Hicks
State Teachers College, Richmond. Noel B. Cuff

LOUISIANA

Southwestern Louisiana Institute, Lafayette. F. M. Carson

MAINE

University of Maine, Orono. Ernest Jackman

MARYLAND

Johns Hopkins University, Baltimore. Lawrence A. Riggs
State Teachers College, Towson. Donald Minnegan

MASSACHUSETTS

Boston University, Boston. Edw. J. Eaton
State Teachers College, Bridgewater. F. Meier
Harvard University, Cambridge. Warren C. Seyfert

State Teachers College, Framingham. Bernice Taylor
State Teachers College, Salem. Richard H. Rockett

MICHIGAN

University of Michigan, Ann Arbor. Edgar G. Johnston
State Teachers College, Mt. Pleasant. Verne Stockman
State Teachers College, Ypsilanti. Troy L. Stearns

MINNESOTA

State Teachers College, Bemidji. C. V. Hobson
State Teachers College, Duluth. Harriet Harrison
State Teachers College, Mankato. M. E. Hawk
University of Minnesota, Minneapolis. N. L. Bossing
State Teachers College, Moorhead. C. P. Lura
State Teachers College, St. Cloud. L. D. Zeleny
State Teachers College, Winona. M. E. MacDonald

MISSISSIPPI

Mississippi Southern College, Hattiesburg. H. D. Pickens
State College, State College. C. R. Noble

MISSOURI

State Teachers College, Cape Girardeau. R. R. Hill
University of Missouri, Columbia. John Rufi
State Teachers College, Kirksville. Felix Rothchild
State Teachers College, Maryville. H. R. Dietrich
Washington University, St. Louis. W. H. Reals
State Teachers College, Springfield. W. Y. Foster

NEBRASKA

State Teachers College, Kearney. Wm. L. Nicholas
University of Nebraska, Lincoln. Earl Lantz
State Teachers College, Peru. Grace Tear
State Teachers College, Wayne. A. F. Gulliver

NEW JERSEY

State Teachers College, Montclair. W. Scott Smith
State Teachers College, Patterson. Edith L. Jackson
Trenton Teachers College, Trenton. Bertha Lawrence

NEW MEXICO

University of New Mexico, Albuquerque. E. H. Fixley
State Normal University, Las Vegas. H. L. Ballinger
State Teachers College, Silver City. T. H. Shutte

NEW YORK

State Teachers College, Albany. Robert W. Frederick
State Teachers College, Buffalo. Catherine E. Reed
University of Buffalo, Buffalo. R. M. Drake
Columbia University, New York City. E. K. Fretwell
New York University, New York City. John Carr Duff

NORTH CAROLINA

Asheville College, Asheville. Mildred I. Morgan
State Teachers College, Boone. Orby Southard
University of North Carolina, Chapel Hill. Harold Meyer

NORTH DAKOTA

State Teachers College, Ellendale. S. D. Slemmons
State College, Fargo. C. A. Sevrinson
State Teachers College, Mayville. Hazel Byrnes
State Teachers College, Minot. Dan C. Blide

OHIO

Ohio University, Athens. T. E. Voight
Western Reserve University, Cleveland. Clarence B. Allen
Miami University, Oxford. H. F. Vallance
University of Toledo, Toledo. Jesse Ward

OKLAHOMA

State College, Ada. W. P. Hopper
State College, Edmond. Guy Chambers

Phillips University, Enid. P. G. Alyea
 University of Oklahoma, Norman. Lowell C. Brown
 Oklahoma A. and M. College, Stillwater. Frank Fuller
 State College, Tahlequah. J. M. Hackler
 State College, Weatherford. Walter Crouch

OREGON

University of Oregon, Eugene. F. L. Stetson

PENNSYLVANIA

State Teachers College, California. Theodora A. Seidle
 State Teachers College, Lock Haven. A. D. Patterson
 State Teachers College, Millersville. Dorothy G. Lee
 Temple University, Philadelphia. Joseph S. Butterweck
 University of Pennsylvania, Philadelphia. E. D. Grizzell
 Duquesne University, Pittsburgh. Francis Kleye
 State Teachers College, Shippensburg. S. Alice Huber
 Pennsylvania State College, State College. C. O. Williams

SOUTH CAROLINA

University of South Carolina, Columbia. D. Leon McCormac

SOUTH DAKOTA

State Teachers College, Aberdeen. E. A. Bixler
 University of South Dakota, Vermillion. William H. Batson

TENNESSEE

University of Tennessee, Knoxville. S. E. T. Lund
 State College, Murfreesboro. B. B. Gracey

TEXAS

State Teachers College, Alpine. A. J. Parkhurst

University of Texas, Austin. C. O. Marberry
 Southern Methodist University, Dallas. C. L. Wisseman
 State Teachers College, Denton. Harold Brenholtz
 Texas Christian University, Fort Worth. B. A. Crouch
 State Teachers College, Huntsville. J. H. Aydelotte
 State Teachers College, San Marcos. E. O. Wiley
 Baylor University, Waco. M. L. Goetting

UTAH

University of Utah, Salt Lake City. Leo G. Provos

VERMONT

State Normal School, Johnson. Bernice Batchelder

VIRGINIA

University of Virginia, Charlottesville. W. R. Smithay
 College of William and Mary, Williamsburg. K. J. Hoke

WASHINGTON

State College of Education, Ellensburg. Donald Thompson
 State College, Pullman. G. A. Coe

WEST VIRGINIA

State Teachers College, Athens. Luther Poling
 State Teachers College, Glenville. J. C. Shreve
 Marshall College, Huntington. P. N. Musgrove
 West Virginia University, Morgantown. F. W. Stemple

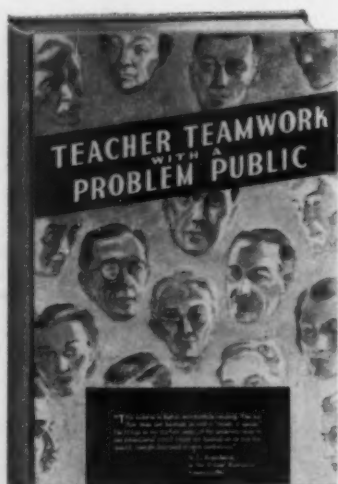
WISCONSIN

State Teachers College, Milwaukee. L. A. Vantine

WYOMING

University of Wyoming, Laramie. L. R. Kilzer

Let this book speak for itself -- *and at no cost to you*



Learn how the public may be expected to react to the efforts of teachers, and why.

You have intended to read this startlingly frank and outspoken analysis of teacher-public relationships, by C. R. Van Nice. Why not do it now? Don't put it off.

- Timely
- Practical
- Different
- Challenging

Price \$2.00

Order on approval from

School Activities Publishing Company

1515 Lane Street, Topeka, Kansas

Questions from the Floor

BY THE EDITOR

● *Is a student who is interested only in extra-curricular activities receiving a worth-while training in school?*—Eugene W. Hoover, Conway, Missouri.

Perhaps, and perhaps not. A correct answer would depend on the individual—his talents, future, possibilities, etc., and on what the school offers in the curriculum.

It is entirely possible that some students who are interested only in the curriculum, are wasting their time. Certainly, very, very few of them will ever use much of the material they learn, even though they may "establish the habits" as, with some justification, of course, we like to believe.

It is entirely possible that the student who excels in music, athletics, journalism, or dramatics may find his place and become a professional "star." If he does, then we'd say that the school had done an excellent job, irrespective of the student's "success" in his curricular work. What more can a school do than to help its students "find," and then capitalize themselves? And what difference does it make whether this is done through the curriculum or the extra-curriculum?

The argument of the average teacher against this would be that the student needs the other contacts of his school (curricular emphasized) in order to become "broadened." Perhaps, again, he does, but at the same time it is a rare "star" in any field who has also much of an interest or ability in several other fields.

School people have been brought up on a philosophy that demands a "passing mark" (interest, ability, etc.) in ANY or ALL school subjects. This philosophy may have a little merit, but it certainly has a serious fault, especially if carried to the extreme—as it often is.

In any case, a student who is interested ONLY in some activity, and who stays in school ONLY or even LARGE-ly because of it, is undoubtedly getting

something; and, at least, he is probably better off than if he were not in school at all.

● *What method of evaluating extra-curricular activities would you recommend?*—Mildred Bray, Waukesha, Wisconsin.

We should recommend almost any and all methods.

Evaluating a school activity—curricular or extra-curricular—is difficult if we consider the ultimate aim of such training—good citizenship, ethical character, or call it what you will.

It is easy to test a student's ability in arithmetic or reading, or the extent of his knowledge of history or chemistry, but such tests tell us absolutely nothing about his later uses of these "stunts of education." His arithmetic may result in his being sent to jail as an embezzler, or his knowledge may make him a social parasite.

Similarly, with activities. We can, to some extent, test a student's ability in football, music, club work, dramatics, or journalism, but even these "marks" will tell us nothing about his ultimate use of his talents. But at least these are starting points.

On the basis of present participation, such commonly used criteria as suggested by the following questions are helpful: (1) What proportion of the student body participates? (2) What is the general nature or quality of this participation? (3) What is the general attitude towards participation in particular activities? (4) What is the effect of participation on "scholarship?" (5) What is the effect of "scholarship" upon participation? (6) What is the effect of the program on school spirit and morale? (7) In what ways, and to what extent did participation influence or affect adult life?

Opinions on these and similar questions may be obtained from administrators, teachers, sponsors, former students, students, parents and patrons, and competent critics and investigators.

Comparisons with former years and other schools may be made, and even simple experiments may be planned and carried out.

Every school evaluates its activity program to some extent, but many schools have very definitely studied and rated the elements of their program. Other schools will do this as the present demand for educational efficiency and economy increases.

One of the most important parts of any evaluation is a correct and proper interpretation of the data. Here again is a difficult problem, due largely to the influence of wishful thinking. However, in time, we will have some unbiased criteria by which data may be rated. Hasten the day!

● *How have extra-curricular activities affected the teacher's load?—David B. Swartz, McVeytown, Pennsylvania.*

In general, as we all know, activities have been usually added to a teacher's schedule, and, often, to an already heavy schedule. Moreover, they have been similarly added—by those students who had the requisite interest and ability—to the student's schedule as well.

This "adding" was but to be expected because these were "extra" activities, and hence, were not taken into consideration when a teacher's academic schedule was arranged.

Formerly, in many schools, the versatile teacher was more than over-loaded with activities, while some of her less versatile colleagues were under-loaded. Obviously, this was unfair, and so administrators began a definite policy of assigning some activity or activities, to every teacher.

A further development came when this activity load was considered a legitimate part of a teacher's schedule, and a special period set aside for it. This tended to equalize loads. Too, wherever possible, especially in the case of the teacher who carried a heavier-than-average schedule, compensatory adjustments were made. This is the ideal policy which many administrators have already attained and towards which all other wise administrators are now working.

Although undoubtedly there are still

some over-loaded teachers, a great deal of progress has been made towards the ideal suggested above. And still greater progress is on the way. Pioneering, in any field, means hardships, but because individuals meet these difficulties vigorously, less arduous days come for those who follow. This is true in the field of activities.

● *What are some concrete values in centralizing the finances of extra-curricular activities?—Robert Harper, Nashville, Tennessee.*

Briefly, such centralizing (1) helps to develop a proper emphasis and correlation by supporting worthy activities which have little or no income, and, vice versa, by curbing those which have more income than they need: (2) provides for a uniform and businesslike handling of funds: (3) provides suitable protection through proper procedures and periodical audits: (4) develops a permanency of policy unaffected by student and teacher changes: (5) tightens organization, administration, and supervision: and (6) builds school and community respect for, and confidence in, the program. Further, such a sound centralized financial policy sets a good example for students and teachers, and gives those who participate in it directly some little beneficial practice.

● *Granted that the material used is in itself GOOD—are operettas and plays of sufficient educational value when all rehearsing (18 rehearsals) must be done at night?—Corine Jessop, Fairfield, Illinois.*

Apparently, the number of evenings required for such rehearsals is the stumbling block in this question.

Naturally, a public presentation should be "good enough" to justify attendance, and it can be "good enough" only if it is rehearsed and rehearsed. An athletic team practices and practices in order to present a good public show, and so must a play or operetta cast.

In several types of athletic competition the trend is towards holding practice sessions in regular school periods,

sometimes, but not always during the activity period. However, in some instances an athletic team must hold its practice out of school hours, usually following dismissal in the afternoon.

Similarly, with play practice. If at all possible, such rehearsals should be held during school hours. However, for various reasons, this is not always possible. In such instances rehearsals just must be held in out-of-school hours. This usually means in the evening.

Admittedly, evening rehearsals present problems and disadvantages and are difficult to justify—but there may be no other way out.

Even in such instances we doubt if the 18 rehearsals indicated above would equal the number of out-of-school athletic practices.

● *What are the most noticeable present day trends in extra-curricular activities?—E. G. Kennedy, Sedalia, Missouri.*

In a very few words the more important of them are as follows: "Student self-government" to "participation in school control." Home room—a more effective use of this as a central guidance setting. Assembly—from "chapel" and "outside" and "entertainment" ideas to "inside" educational events reflecting all worthy interests in the school. Dramatics and music—from extra-curricular to curricular subjects.

Athletics—perhaps not a lesser emphasis upon interscholastics, but certainly a greater emphasis upon intramurals—not for the purpose of building up interscholastic teams but for recreation. School trips and tours—a greatly expanded program of both short and long trips together with a sensible correlation of these events with curricular subjects. School publications—away from the former ideal of "giving students practice in writing" towards the more worthy ideal of "giving the school something worth the money."

Commencement activities—the disappearance of the old-time, formal, stilted programs and the development of the events, activities, and programs that really capitalize this, the most important educational season in any school, by representing school ideas, achievements,

progress, and needs. The "baccalaureate sermon" is rapidly on the way out in high school circles.

Financial administration—a business-like centralized system.

Other trends are: the inclusion of activities as a regular part of the teacher's load; increasing provision for a definite activity period; and serious attempts at evaluation.

Fool Proof Elections

(Continued from page 342)

never having gone sour. From the group which is to elect officers (be it class or club, large or small, the appointed sponsor selects three students to act with her as a nominating committee. The distinction of being selected has proved to be taken so seriously that the nominating committees have displayed good unusually common sense. Two candidates are agreed upon for each office to be filled, and the names and positions announced over the school address system and then posted on the bulletin board for two days. Up to this point the method employed has been rather undemocratic.

At the end of two days the group meets to elect its officers, but in the meantime the democratic element has been injected by the privilege of nomination by petition. As soon as the list is posted, any member of the group can circulate a petition to place the name of another student along with those which the committee selected. The signatures of one-fifth of the membership of the group are necessary before the nomination is accepted. No nominations are permitted from the floor.

So far, the system has been 100 per cent effective and satisfactory. Its greatest disadvantage is that by it elections take more time, but the satisfaction of electing good officers far outweighs this. In every election since this procedure was adopted one or more names have been added by student petition, and the student body feels not only pleased with the high quality of officers secured but quite proud of the fact that they are doing a good job in an unusual way. Initiation of the plan through the student council makes the school personnel look upon the system as their own. If you're having election troubles, try this—it is foolproof.

BE READY—Strenuous Days Ahead

Our course guides in essentials of personal appearance, vocation finding, social and business poise, successful marriage, inward peace. Basic Lesson \$2.00. Choose others to meet your special needs. Individual counselling. Inquiries welcome.

Olga Rudholm, M.A., Abigail Nash, A.B.
Box 103, Danville, N. Y.

How We Do It

C. E. ERICKSON, *Department Editor*

Peoria Stresses the Educational Phase of Assembly Programs

J. H. BREWER, *Principal, Peoria High School, Peoria, Illinois*

As a basis of later assembly programs, Peoria High School makes a local survey to show the possibilities of various jobs, what the employer expects, what opportunity there is for employment, what preparation a student should make, what the chances for advancement are.

Adults are then brought in to the assembly programs to discuss such fields of employment as governmental work—city, state, and national—social work, medicine, nursing, law, the ministry, farming, manufacturing, personnel work, etc.

Other assembly programs consist of student demonstrations of work in mechanical drawing, art, typewriting, manual arts, etc.

At other times teachers of the different departments explain the various courses which may be elected in their fields.

Health programs are arranged through local health officials.

The music department demonstrates to the pupils what may be accomplished in orchestra, band, a cappella choir, ensemble groups, and all other music organizations.

Solving the Problem of the Lunch Hour

JEAN LIVERMORE, *High School Mt. Jeweth, Pennsylvania*

Smethport High School has an enrollment of three hundred fifty pupils, two-thirds of whom are transported by bus. It is impossible for transported pupils to return home for lunch, and in former years there have been many complaints from the townspeople as to the conduct of the students at this time. The pupils themselves were dissatisfied with the situation, and the present plan, which has in great part solved the problem, was really initiated by the students.

The lunch period is forty-five minutes in length. Lunch is eaten in the various home rooms. This makes it necessary for each home room teacher to remain at school also. It might be possible to combine home rooms into larger groups, requiring fewer teachers, but this might also give rise to disciplinary problems.

About fifteen minutes is allotted to lunch, and the remaining half-hour is given to various activities, the most important of which is

social dancing. This was started when one of the boys brought his portable victrola and some records. Because of the interest shown by the students, the school board bought a second hand radio-victrola to be used for dancing in the gymnasium. A teacher was selected to help those who wanted to learn to dance. The town students asked to be allowed to bring their lunches and remain at school for the dances; they have been permitted to do this. Many pupils have learned to dance at these informal half-hours. There is none of the atmosphere of a formal dancing class.

One day a week non-educational sound movies are shown for the entire half hour in place of the dancing. The most popular are serials, and a great favorite this year was one of the Tarzan stories. A nickel admission is charged, to cover the cost of the films.

At various times, games are substituted for the dancing. The library is open during the period, and those who wish to study may do so there or in their home rooms.

No attempt is made to force the students to remain at the school during the noon hour, but most of them really appreciate this opportunity for social contact. Value is gained from the fact that the plan was developed by the students themselves, not handed down from above.

The plan has almost entirely solved the problem of what to do during the noon hour, has presented opportunities for developing social consciousness and poise, and has also made possible a much closer pupil-teacher relationship.

Know Your School Day

PHYLLIS LANGFORD
*West Pittston Schools
West Pittston, Pennsylvania*

In early June, a week before Commencement, attractive invitations which are designed and painted in the art classes of our senior high school are distributed and sent home to every family represented in the school system. On these invitations are given the time and date when parents and friends may come and visit the schools—elementary and junior and senior high schools. The time is from two to five P.M.

Every teacher has on display work of the students he or she teaches. Precaution is taken that no student is slighted. At least one sample of work is exhibited for each pupil. This exhibition consists of work done

throughout the school term. Not only samples of academic subjects are displayed, but also results obtained from the students in the line of handicrafts, club and home room activities, shop, sewing, and cooking.

Some unique features of KNOW YOUR SCHOOL DAY are shown each year. One is a half hour concert given by the orchestra of the intermediate grades, under the supervision of the music director of the school system. This is held in the auditorium, where assemblies and special programs are held. This gives the parents and friends an opportunity to see the beginnings of a junior orchestra, and in succeeding years the progress that has developed with the same group.

From here parents and friends go to the high school library to see the older brothers and sisters participating in, and operating a marionette show. These marionettes have been constructed in club periods by the senior high school students.

Another feature is a display by the domestic science department of the junior high school. Foods and delicacies are temptingly displayed on properly set tables. Samples are given to the patrons. Dresses, lingerie, and other articles made by the sewing classes are on exhibition.

All these features of *Know Your School Day* show the community to what degree their boys and girls are being prepared to participate in our American democracy.

Student Government Election

HARRY A. DENNISON, *Meadville High School, Meadville, Pennsylvania*

At the beginning of every school year, the students of the Meadville High School hold their annual election to determine who will be their student government leaders for the ensuing year.

The classes in Problems of Democracy usually start the "political campaign" with the organization of parties and the naming of their favorites for the leading offices. This is done by calling the students to meet with their favorite parties in the school auditorium, to elect a party chairman, to set up a party platform, and to vote on party candidates. This is most often done outside the school hours and is carried out with a great deal of realism. Each party names candidates for four offices, namely, governor, lieutenant governor, secretary and treasurer.

If in the beginning of the campaign there are more than two parties, primaries are held in order to eliminate all but two. In the primaries, multigraphed sheets with the various parties and their candidates listed, are distributed to all the students through the home rooms. Each is allowed to vote for his or her choice regardless of party. The votes are then

tabulated and the two parties having the greatest number of successful candidates absorb the remaining candidates of the other parties, leaving just two groups to wage a campaign in the final election.

In preparation for the final election, the art department has to work overtime to turn out the amount of publicity desired by the two parties. The corridors and auditorium are decked with banners, signs and placards with mottoes and planks from party platforms. The Mead-Hi News, the school paper, puts out a special issue for the student election, and even the local paper carries a story of the coming event.

The day previous to the final election a special assembly is held in which the candidates are introduced to the student body by their party chairmen and asked to make statements on what they will do if "I am elected." Appropriate music for each party is furnished by the high school band.

On the day of the final election, two voting machines are brought into the school to be used for the occasion, with the permission of the County Commissioner's office.

The students have already been instructed in the use of the voting machine but before they are permitted to cast a vote, each must have paid a penny (1c) poll tax to his home room treasurer. The polls are opened in the morning from eight fifteen to eleven forty-five and in the afternoon from one fifteen to three fifteen which, incidentally, are the opening and closing hours of the school.

At the beginning of each period each student who is eligible to vote is given permission to go to the polls to cast his ballot. In this manner, approximately one thousand eligible students out of a fourteen hundred enrollment carry out in a realistic manner one of the many duties of a good citizen.

When the results have been tabulated and the winners made known, the defeated candidates offer their congratulations and assure the governor and his cabinet of their loyal support throughout the school year.

We believe that this educational experience of the students will be looked upon in later life as one of the most practical and beneficial phases of their secondary school education.

Our Home Room Garden Project

CYNTHIA E. WELDER
*Farview Elementary School
Farview, Pennsylvania*

In the Farview School we had a class of eighteen children between the ages of thirteen and sixteen who were retarded in school work. These children often presented a problem both socially and scholastically. Many were awaiting the time when they could leave

school. Most of their attitudes toward school work were not favorable.

Suddenly these children began to like school. Their academic work showed a marked improvement, and they appeared to be much happier. This change was accounted for by a project that developed from a science lesson.

One day, in connection with a science lesson, the pupils suggested bringing in a few seeds and studying the growth of plants from them. The interest increased when someone brought in flower seeds. The question arose, "What shall be done with them when they have reached the plant stage?" Then "Why not plant them outside?"

Here started a home room garden club activity which far surpassed all expectations. A plot of ground was secured adjoining the playground. It was hard yellow clay full of thick, long-rooted weeds. The boys and girls immediately went to work and with the aid of picks, shovels, hoes, and rakes, which they brought from home, soon had the soil in good condition.

Experience soon proved that not all eighteen pupils could work at one time in the garden, so committees were formed, and the work planned accordingly. Bulbs, plants, and seeds were brought in. Pupils from other rooms, and even townspeople, were so enthused over the project that they sent in many varieties of flowers.

Next came the job of planning where and how each flower should be planted. This meant study and research, but the interest was very high. Planting was arranged so that there would be flowers from early spring till late fall. That meant both spring and fall planting. The spring plants were started from seeds, in small boxes placed on the window sills.

Some of the activities of the garden project were: types and arrangement of shrubbery, proper way of planting and trimming shrubbery, laying of a flagstone walk and steps, construction of a bird bath, the making of a fence for around the garden, gathering of materials and making a compost pile, as well as the making of small figures to be placed in the garden.

The school watched with interest the activity of these eighteen young people as their garden progressed. The opening of the first tulips in the spring was quite an event.

The boys and girls found school life more enjoyable. They had found something they wanted to do, could do, and liked to do. They learned to plan and work together. Work from this activity was correlated and used as an interest basis in other academic work such as map planning, drawing to scale, writing letters to friends and business letters to seed companies, oral discussions, studying the

science of plant life and soil fertilization, the cutting and arranging of flowers, and the care of cut flowers and bulbs.

Aside from all these outcomes was the final carry-over to the home. Several of these boys and girls started their own gardens and are beautifying their lawns and surroundings.

How Student Activities Are Financed (Continued from page 351)

When projects are sponsored for the purpose of raising money, it should be kept in mind that the educational value of such enterprises must justify their employment. Too often the success of an activity is judged by the amount of money it has added to the school fund. Students as well as teachers must be on guard against the commercialism in school undertakings which has become prevalent in recent years. The educational values must not be subordinated to the interests of the box office. In some schools, the student must pay for almost every activity in which he participates outside of the regular classroom exercises. A few schools even charge admission to assemblies.

When students must pay fees in order to finance school activities and projects, the margin of profit should be just enough to guard against deficits. Only in rare instances should a school enterprise be promoted solely to raise money. The activity must be sound from an educational point of view, and the students who participate should receive valuable training.

The means of financing student activities is one of the vulnerable spots in the secondary school organization. Many schools are trying to include all activities within the curriculum and to eliminate the necessity of raising money to carry on activities not provided for in the school budget. However, the problem is very difficult and much experimentation and adjustment will be necessary before it is solved in a satisfactory way.



CAPS and GOWNS

For Graduation. Special money-saving plan. Write for full details and returnable sample. No expense or obligation. Also Choir and Choral Apparel. DeMoulin Bros. & Co., 1025 S. 4th St., Greenville, Illinois

Something to Do

START A SCHOOL CIVIL SERVICE SYSTEM

C. C. HARVEY, *Principal*
Tamms Community High School
Tamms, Illinois

Set up a civil service system in your school to emphasize the qualifications necessary for carrying on the duties of student officers and to promote the merit system. Form a School Civil Service Board to have charge of the administration of the System. Let the Board give examinations and set up standards for the holding of school offices. Require all students nominated for a school office to take these examinations and post the scores on the bulletin board. Study the procedures of the United States Civil Service Commission as a model for the school. Start the System on a small scale and gradually extend it to all offices in the school as students become familiar with it.

Careful planning is necessary to make the System a success, but it can become very effective and should serve about the same function in the life of the school as a civil Service System serves in local government in some of the better governed communities of the country. Civil Service Systems have been tried and have proved successful in a number of high schools.

SUGGEST THAT CLUBS SPONSOR VOCATIONAL PANELS

EDWARD SCHMID, *Vocational Counselor*
Zanesville High School
Zanesville, Ohio

Propose a vocational panel made up of speakers representing a number of occupations. Arrangements can very conveniently and effectively be made by a committee consisting of club presidents and such additional members as are needed. A committee of ten members has proved highly satisfactory in our school for that purpose.

Take preliminary steps to ascertain the interests of students. Plan the program and schedule of meetings in such a way as to provide vocational talks by the guests, with question periods immediately following.

This vocational panel committee may even function in such a way as to make their plans a part of the regular assembly program. Guidance resulting from such a student planned project will prove more effective than that projected upon the student body by the school's guidance director or by any other faculty agency.

CONDITION NEXT YEAR'S STUDENTS

EDNA VON BERGE, *Kiser High School*
Dayton, Ohio

Set aside a definite time each week to acquaint next year's new students with high school customs, organization, and curriculum. Hold assemblies excluding the other grades. Have outstanding representatives from each club or organization explain the aims, requirements for admission, dues, social affairs, and service activities. Guide the students in the selection of subjects for the coming years by a thorough explanation of the requirements of the various courses, the majors, minors and electives.

At a series of assemblies have a representative, preferably a student rather than a teacher, tell what is done each year in a particular department, emphasizing the various units and projects. Present this in skit form if possible. Stress particularly the special departments as music, art, dramatics, home economics, business, and manual arts.

Provide opportunity for singing the school songs, practicing school yells. Allow each homeroom to plan an assembly program. Such activity early in the student's career, develops school spirit, prepares him to feel a significant part of the school, and provides training in platform speaking and acting that develops leadership for later school years.

INTEREST YOUR STUDENTS IN YOUTH HOSTELS

C. C. HARVEY, *Principal*
Tamms Community High School
Tamms, Illinois

In the spring youth likes to take to the "open road." Every spring and summer thousands of boys and girls travel to all parts of the country as members of the American Youth Hostels, Inc. Members of this rapidly growing organization travel on bicycles, stopping at "Hotels" where they are provided a place to sleep, cook their meals, find worth-while recreational activities, and meet other young people. This travel is not only educational, but it also helps boys and girls develop maturity, strong and vigorous bodies, and to appreciate America.

Write to the American Youth Hostels, Inc., Northfield, Massachusetts, for information about this organization. This spring when the "wanderlust" begins to grow among your students, get them interested in the Hostel environment. If your school decides to cooperate in the movement, secure the support

of other agencies in the community, so that the entire responsibility will not rest on the school alone.

PLAN A CITIZENSHIP RECOGNITION PROGRAM

C. C. HARVEY, *Principal*
Tamms Community High School
Tamms, Illinois

Citizenship Recognition Day has been established by Act of Congress for the purpose of honoring the young men and women of America who have reached their 21st birthday and are entitled to vote for the first time at the next election. May 17 is the date set aside for the event. Let your school be one to promote this event. It will be a means not only of teaching the duties and obligations of citizenship but also a way of expressing patriotism. Let the Day be sponsored as an All-School Day. Enlist the support of the community and get as many citizens to participate in the activities as possible. In preparation for the event get social science classes to stress the duties and obligations of citizenship, importance of participation in community affairs, voting, democracy, etc. Get activity groups to develop special programs to stimulate interest in intelligent citizenship.

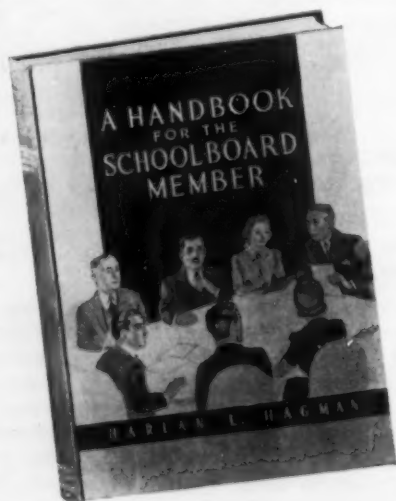
Helpful material on Citizenship Recognition Day may be secured from a number of civic and educational organizations. Among these are the National Education Association, the United States Office of Education, and Extension Departments of State Universities.

PLAN A TEA FOR THE MOTHERS OF CURRENT GRADUATES

EDNA W. SIMMONS, *Principal*
Ebinger School, Chicago, Illinois

Let the ladies of the school faculty invite mothers of the graduates to a tea near the close of the school term. Provide the mothers this opportunity to ask questions regarding the graduates' welfare and to enjoy the hospitality of the school.

There will be questions and discussions about clothes and other details of graduation time. With such topics as a center, the talk will diverge to such subjects as the neighborhood dancing class, the new features of the school, and various other phases of pupil welfare. The ladies of the faculty and the mothers of the graduates have a great number of interests in common, many of which will be served by such an occasion as an afternoon tea.



Your Board Needs This Book!

This book will acquaint your board members quickly, thoroughly, and accurately upon the many problems that face them in the fulfillment of their duties. It will speak for you upon many matters which obviously you cannot say to your board members in person. It will pave the way to help your board work together harmoniously.

Price \$1.50

**5 DAYS---
FREE!**

Mr. Hagman's book will be sent to you immediately for 5 days absolutely free examination. Look it over—Examine it closely, and you will see why this book is of outstanding value. Don't delay! Order today.

School Activities Publishing Co.

1515 LANE STREET

TOPEKA, KANSAS

**Student Governing Body
Sponsors Council Round Up**
(Continued from page 352)

Discussion Groups—11:00 to 12:00

1. Social Activities.....Room 201
2. Clubs.....Room 202
3. Assemblies.....Room 203
4. Publications.....Room 204
5. Financing Activities.....Room 102
6. Noon Hour Programs.....Room 200
7. Student Activities in the

National Emergency.....Room 206
Banquet Luncheon—12:00 to 1:30

School Gymnasium
Toastmaster.....Bob Patrick
Invocation.....Rev. Wm. Burgess
Dinner Music.....Dale Hallack, Dir.
Marlette Township School Orch.
Community Singing
Solo.....J. L. Hilborn
Banquet Speaker.....Mr. Lee Mills
Prin. N. Muskegon High School

Topic Groups—1:30 to 2:30

Group I—Room 200

Leona Gisch, chairman
Topic: "Problems of Pupil Participation." (Short introduction by Dr. Edgar Johnston, followed by general discussion.)

Group II—Room 206

Steve Hanchuk, chairman
Topic: "Activities Which Student Leaders Can Initiate." (Short Introduction by Mr. Lee Mills, followed by general discussion.)

PLANNING COMMITTEE

General chairmen.....J. C. Daniel
Alvin Woods
Student Exhibit chairman.....Grace
Jackson


Building & Property
chairman.....Dick Davis
Luncheon.....Senior Class Officers
Miss Jane Getzinger, Faculty Director
Student Council Adviser.....Orin Temple
Principal Marlette Township School

(A photograph of Marlette Township Consolidated School Student Council is shown on the front cover.

UNIFORMS

New Style Book showing Uniforms IN COLORS. Also special designing. Wonderful line of samples. Write us first.

DeMoulin Bros. & Co., 1060 S. 4th St., Greenville, Illinois



Comedy Cues

HIGH FINANCE

A man noticed one morning that his news-boy had a puppy on his stand with a "For Sale" sign over him. Idly, he asked the boy how much he expected to get for the dog.

"Fifty thousand dollars," replied the youngster. "I won't take a cent less." The man whistled and passed along.

A few mornings later the man noticed the dog was gone. "Sell your dog?" he inquired.

"Yep," the boy grinned.

Did you get your price for him?"

"Yep. Took a couple of twenty-five thousand-dollar cats."—*Selected.*

The battleship was in port and visitors were being shown around. The guide was exhibiting a bronze tablet set in the deck.

Guide: "Here is where our gallant captain fell."

Nervous Old Lady: "Well, no wonder. I nearly tripped over it myself."—*Idaho Journal of Education.*

ONE WAY FARE

They had been sitting in the swing in the moonlight alone. No word broke the stillness for half an hour until—

"Suppose you had money," she said, "what would you do?"

He threw out his chest, in all glory of young manhood. "I'd travel!"

He felt her warm, young hand slide into his. When he looked up, she was gone. In his hand was a nickel.—*Mad Hatter*

LETTER PERFECT

"Willie," asked the teacher of the new pupil, "do you know your alphabet?"

"Yessum," answered Willie.

"Well, then," continued the teacher, "what letter comes after A?"

"All of 'em," was Willie's reply.

Index to Advertisers:

Abingdon-Cokesbury Press.....	4th cover
Delong Subscription Agency.....	350
DeMoulin Bros. & Co.....	362 & 365
Gennett Records.....	350
Harper Standard Engraving Co.....	3rd cover
Inor Publishing Co.....	2nd cover
Rudholm & Nash.....	359
School Activities Publishing Co.....	356 & 364

Index to Volume XIII

ADMINISTRATION AND SUPERVISION

- A Study of Participation in Extra Curricular Activities—Ruth M. Short and Richard M. Drake. P. 3, Sept. '41.
 Activity Period in the County Schools—Chester A. Enlow. P. 10, Sept. '41.
 Scholarship and Extra Curricular Participation—Edith Tepper. P. 51, Oct. '41.
 Why "Extra-Curricular?"—Henry F. Schultz. P. 53, Oct. '41.
 Dear Parent!—Joseph M. Oxenhorn. P. 145, Dec. '41.
 Freshman Group Conferences—Minnie L. Steckel. P. 163, Dec. '41.
 Vitalizing the Teaching of Democracy—David Crockett. P. 177, Jan. '42.
 Selection of Students for the National Honor Society. P. 194, Jan. '42.
 Our Extra-Curricular Schedule—Rosamund Huff. P. 201, Jan. '42.
 Guidance at Wells High School—Maurice E. Paton. P. 204, Jan. '42.
 Make a Survey of School Democracy—C. C. Harvey. P. 205, Jan. '42.
 Control of Allied Activities—L. R. Kilzer. P. 211, Feb. '42.
 Youth for Tomorrow—Troy D. Walker. P. 218, Feb. '42.
 Open House, A Device for Interpreting the Schools—Floyd W. Hoover. P. 225, Feb. '42.
 Office Hours for Parents—Edna W. Simmons. P. 240, Feb. '42.
 Try a Group Experiment in Dictatorship—C. C. Harvey. P. 245, Feb. '42.
 Supervision and Direction of Inter-School Activities—James E. Curtis. P. 251, March '42.
 Parents Day in a Cumberland School—Charles Campbell. P. 268, March '42.
 Guidance in the Small High School—Yates W. Havnaer. P. 273, March '42.
 Twenty-Point Letter Award—A. Huntley Parker, Jr. P. 280, March '42.
 Planned Social Guidance for Junior High School—John J. Lane. P. 284, March '42.
 Make a Community Youth Survey—C. C. Harvey. P. 285, March '42.
 Problems of the Homeroom Teacher—Lyman B. Graybeal. P. 291, April '42.
 Evaluation of a Group Guidance Program—E. H. Mellon. P. 295, April '42.
 Secrecy and Snobs—William Clark. P. 298, April '42.
 Regarding the "Progressive" Viewpoint—J. Frank Dame. P. 300, April '42.
 Organization and Administration of an Extra-Curricular Program Against Odds—Robert L. Blevins. P. 311, April '42.
 What They Say About the Junior High Council—E. P. OBrien and Ina May Sheppard. P. 339, May '42.
 Tests as a Cooperative Activity—Larry Flaum. P. 347, May '42.
 Index to Volume XIII. P. 366, May '42.
 Citizenship Day—Lila Murton. P. 338, May '42.

ASSEMBLIES

- Demonstrate Student Council Meeting—S. D. Hoeper. P. 45, Sept. '41.
 Another Year of Assemblies—W. Lester Carver. P. 55, Oct. '41.
 Fill Christmas Baskets in Assembly—Edna von Berge. P. 165, Dec. '41.
 The Pupil Implements His Knowledge—Lyman B. Graybeal. P. 171, Jan. '42.
 Assembly Drill on Parliamentary Law—Ella M. Barkley. P. 186, Jan. '42.
 School Boards Should Pay for Professional Assembly Programs—Ray E. Ramsay. P. 221, Feb. '42.
 Questions for the Assembly Committee—Fred B. Dixon. P. 293, April '42.
 Quiz Program—Dorothy V. North. P. 321, April '42.

- Peoria Stresses the Educational Phase of Assembly Programs—J. H. Brewer. P. 360, May '42.
 Condition Next Year's Students—Edna von Berge. P. 363, May '42.

ATHLETICS

- Girls' Drill Teams—Kay W. Teer. P. 23, Sept. '41.
 Mutual Respect in Athletics—Arthur L. Trester. P. 192, Jan. '42.
 Noon Hour at the Consolidated School—Carl B. Snow and Lloyd Nothstine. P. 196, Jan. '42.
 No Tennis Courts Did Not Matter—Samuel J. Tilden. P. 202, Jan. '42.
 Development of Six-Player Field Hockey—Katherine M. Rahl. P. 235, Feb. '42.
 Boys Physical Education Leaders Club—Rupert A. Williams. P. 244, Feb. '42.
 A State Program for Athletic Officials—Lee K. Anderson. P. 270, March '42.
 Classification for Intramural Competition—Chas. C. Cullison. P. 283, March '42.
 Inform Sports Spectators of Referee Signals—Richard Cram. P. 285, March '42.
 Our Noon Hour Program—G. B. Martin. P. 322, April '42.
 Parade of Posture—Afton Hawker. P. 341, May '42.

CLUBS

- A Commercial Club's Activity—Ada M. Fungate. P. 13, Sept. '41.
 The COG—Edgar Farr Russell. P. 64, Oct. '41.
 A Club Council—Ruth E. DeLand. P. 79, Oct. '41.
 Welcome, French Clubs—Vera L. Peacock. P. 106, Nov. '41.
 The Engineering Club—Harold A. Taylor. P. 120, Nov. '41.
 Plan a Club Room—Edna von Berge. P. 126, Nov. '41.
 A Local History Club—Sallie Shaffer. P. 146, Dec. '41.
 Swamp Planting—Armin H. Gerhardt. P. 160, Dec. '41.
 School Model Club—A. W. Larson. P. 162, Dec. '41.
 Educating High School Youth in Safe Hunting Practices—C. F. Felt, Jr. P. 193, Jan. '42.
 Club Survey—Jeanne Stevens. P. 201, Jan. '42.
 Book Week Observance—Marjorie Rogers. P. 202, Jan. '42.
 Possibilities of High School Forum Clubs—David A. Bunch. P. 213, Feb. '42.
 Activating the Ancients—E. R. Harrington. P. 216, Feb. '42.
 A State-Wide Club Movement—Leonard M. Brockman. P. 219, Feb. '42.
 This School Goes All Out—Rosana Eckman. P. 220, Feb. '42.
 Every Student in a Club—How to Begin—Veronica C. Coleman. P. 222, Feb. '42.
 Yesterday and Today in Clothes—Marian Marshall. P. 231, Feb. '42.
 Form a Furniture Repair Squad—J. Allison Stevenson. P. 245, Feb. '42.
 Enthusiastic Students Save on Defense—Thomas B. Herrman. P. 253, March '42.
 Activities for a Science Club—John M. Muroff. P. 254, March '42.
 Liberty Bowmen—Angelyn Butterfield. P. 280, March '42.
 A Self-Reliant Club—Ray F. Myers. P. 308, April '42.
 An Outline Program for Art Centered Clubs—Margaret Munch. P. 309, April '42.
 School Gardening Within the City—Dean Fitzgerald. P. 322, April '42.
 Vocational Guidance Club—W. B. Johnson and Gertrude Vaughn. P. 323, April '42.
 Start a Junior Red Cross First Aid Club—C. C. Harvey. P. 325, April '42.

Improve Inter-Club Relationships—Edna von Berge. P. 326, April '42.
Suggest that Clubs Sponsor Vocational Panels—Edward Schmid. P. 363, May '42.

COMMENCEMENT

Commencement Activities in Greensboro High School—Estelle Mitchell. P. 263, March '42.
An English Assignment Becomes a Graduation Program—Georgiana Skinner. P. 310, April '42.
Senior Prophecy in Mystery and Rime—Olga Alber. P. 313, April '42.
Plan a Tea for Mothers of Current Graduates—Edna W Simmons. P. 364, May '42.

DEBATE

Why Doesn't Your School Have Debating?—Ralph Adams Brown. P. 11, Sept. '41.
The Case for Compulsory Military Training—Harold E. Gibson. P. 61, Oct. '41.
Solecisms of Forensic Speech—Edward Palzer. P. 93, Nov. '41.
The Case Against Compulsory Military Training. P. 96, Nov. '41.
Affirmative Rebuttal Plans—Harold E. Gibson. P. 140, Dec. '41.
Negative Rebuttal Plans—Harold E. Gibson. P. 190, Jan. '42.
An Appraisal of Debate—Allan Mathias Pitkanen. P. 259, March '42.
Will Student Forums Grow?—C. J. Nuesse. P. 271, March '42.

DRAMATICS

Back to the Farm, Act I—Merline Shumway. P. 24, Sept. '41.
Studio Speech Techniques—Edward Palzer. P. 57, Oct. '41.
Some Directions for Play Directors—Allan Mathias Pitkanen. P. 65, Oct. '41.
Back to the Farm, Act II—Merline H. Shumway. P. 68, Oct. '41.
Write and Present National Defense Playlets—Dorothy Williams. P. 85, Oct. '41.
Dramatize and Pantomime for National Defense—Mary M. Bair. P. 85, Oct. '41.
Slacks Versus Slicks—A Play—Anna Galt. P. 101, Nov. '41.
Back to the Farm, Act III—Merline H. Shumway. P. 107, Nov. '41.
Prepare Play Cast and Director by Panel Discussion—Mary M. Bair. P. 125, Nov. '41.
Dramatize a Success Story—Dorothy Williams. P. 125, Nov. '41.
Dramatics in our Speech Program—Russell Tooze. P. 223, Feb. '42.
One-Act Play Contest—Maurice A. Dunkle. P. 240, Feb. '42.

FINANCING ACTIVITIES

Who Should Finance Extra Curricular Activities?—William McKinley Stensaas. P. 7, Sept. '41.
An Activity Ticket—Margery Settle. P. 16, Sept. '41.
Hold a Scotch Auction—Edna McFarland. P. 86, Oct. '41.
Activities Accounting System—Gladys Lawrence. P. 152, Dec. '41.
The Tax on Admissions—P. 154, Dec. '41.
Fun in Raising Funds—C. J. Johnson, Jr. P. 241, Feb. '42.
Conduct a School Auction to Raise Money—C. C. Harvey. P. 245, Feb. '42.
A Bargain Entertainment—Sylvan A. Yager. P. 306, April '42.
A Carnival with a Patriotic Slant—John E. Harlan. P. 343, May '42.
How Student Activities are Financed—C. C. Harvey. P. 351, May '42.

MUSIC

S.O.S. Band Director—Irving Jackson. P. 35, Sept. '41.

Music Education for American Life—Naomi Selvidge. P. 42, Sept. '41.
Call in Advance for Selections for Group Singing—Ira V. Ennec. P. 45, Sept. '41.
Choral Music—Muriel E. Breitz. P. 220, Feb. '42.
We "Grow" a New School Song—Margaret McCluskey. P. 243, Feb. '42.
The A Capella Choir—Mrs. Gay Beckner Neal. P. 261, March '42.

PARTIES

Hallowe'en Again—Isabel Theodora Bradin. P. 67, Oct. '41.
What Trenton Students do on Hallowe'en—William C. Taylor. P. 72, Oct. '41.
Play Get Acquainted Bingo—Elaine Johnson. P. 125, Nov. '41.
Set School Styles—Edna von Berge. P. 125, Nov. '41.
Wassail for Christmas—Hattie Marie Marsh. P. 143, Dec. '41.
About Our School Dances?—Merle V. Chase. P. 203, Jan. '42.
Dances that are Different—Ruth Arthur. P. 242, Feb. '42.
A Roman Banquet—D. Millman. P. 262, March '42.
Instructions Before and After—Edna von Berge. P. 285, March '42.

PROGRAM MATERIAL

Entertain with Travelogues—Martha B. Wiswell. P. 45, Sept. '41.
Stage a Humorous Debate Based upon a Mother Goose Rime—Lucile Crites. P. 45, Sept. '41.
The Commercial Department Presents—Ralf J. Thomas. P. 79, Oct. '41.
Make a Study of Hallowe'en—Joy C. Baker. P. 85, Oct. '41.
I Am an American—A Pageant—Alma V. Boundedy and Donald K. Meereen. P. 90, Nov. '41.
Prologue to a Program on Americanism—Bertha Terry Tillar. P. 103, Nov. '41.
Students Hold Second Annual Roman Banquet—Sister Ann Patrice. P. 120, Nov. '41.
Armistice Day Program over Public Address System—James Irwin. P. 121, Nov. '41.
Fairbury High School Observes Education Week—A. L. Biehm. P. 122, Nov. '41.
Give a Public Intelligence Test—E. A. Varten. P. 125, Nov. '41.
Hold a Panel Discussion on Extra-Curricular Activities—Dorsey L. Brown. P. 165, Dec. '41.
Stage a Christmas Lodge Podge—Mary M. Bair. P. 165, Dec. '41.
Kids' Day at Creason High School—Theresa M. Bocci. P. 228, Feb. '42.
Mark Twain Project—Louise Kansteines. P. 241, Feb. '42.
Grandparents' Night—Betty J. Brown. P. 242, Feb. '42.
National Boys and Girls Week—Ruby Nell Smith. P. 265, March '42.
Listen to Broadcasts—Janet Bassett Johnson. P. 266, March '42.
Maquon's All-School Carnival—Keith Parry. P. 267, March '42.
Lunch Time Activities—Mary D. Adams. P. 282, March '42.
Our Quiz Program—Helen F. Barr. P. 283, March '42.
Utilize the School Activity Program to Teach American Ideals—C. C. Harvey. P. 285, March '42.
Pan-American Day at Central Junior High School—Audrey C. Benner. P. 294, March '42.
A Community Institute Develops Community Spirit—G. G. Starr. P. 301, April '42.
Vocational Night—Harriet Wright. P. 320, April '42.
Mather High School Frolics—Ralph W. Jackson. P. 360, May '42.
Plan a Citizenship Recognition Program—C. C. Harvey. P. 363, May '42.

PUBLICATIONS

School Newspaper—Leader Among Activities—Neil C. Aslin. P. 18, Sept. '41.

Publish a History of Your School—Ray E. Carney. P. 45, Sept. '41.
 Photographs in your Mimeograph Yearbook—George H. Miller, Jr. P. 113, Nov. '41.
 The Handbook as a Guidance Device—Fred B. Dixon. P. 175, Jan. '42.
 A Tripple-Threat in School Journalism—Roy E. Morgan. P. 182, Jan. '42.
 Gossip Columns and a School Newspaper—F. S. Knight. P. 195, Jan. '42.
 We Tell Our Story—Marian V. Isenberg. P. 321, April '42.
 Study Newspapers as Current History—Anne Wisner. P. 325, April '42.
 War News in the Scholastic Press—Laurence R. Campbell. P. 337, May '42.
 Journalists Edit County Weeklies—J. Orville Bumpus. P. 344, May '42.

SCHOOL SPIRIT

Bill of Rights Made Meaningful—Shepherd Westcott. P. 6, Sept. '41.
 Our Pep Activities—C. A. Ekstrand. P. 151, Dec. '41.
 Do Not Abolish the Pep Squad—Reorganize It—Kay W. Teer. P. 233, Feb. '42.
 School Activities for School Morale—Roy E. Morgan. P. 331, May '42.

STUDENT GOVERNMENT

You Want to Establish a Student Council?—Frank Meyer. P. 5, Sept. '41.
 Organizing the Student Council—Verl A. Teeter and W. W. Norris. P. 9, Sept. '41.
 Report of the Joint Convention, July 1-3—Adeline M. Smith. P. 22, Sept. '41.
 Spencer's Civic Home Rooms—Dorothy M. Bernier. P. 42, Sept. '41.
 Pupil Initiative in Seventh Grade Art—Donald French. P. 43, Sept. '41.
 How Does Your Student Council Rate?—Fred B. Dixon. P. 54, Oct. '41.
 Arrange for your School to Run your Town for a Day—Hugh A. Bone. P. 85, Oct. '41.
 How to Begin a Student Council—Otwell Rankin. P. 91, Nov. '41.
 Reminders for a Student Council at Work—W. W. Norris. P. 98, Nov. '41.
 An Elementary School Home Room—Elnora Taft. P. 105, Nov. '41.
 Fifty Student Council Activities—C. C. Harvey. P. 133, Dec. '41.
 Student Council Presented in Dialogue—Robert Wilson. P. 134, Dec. '41.
 A "Model" Homeroom Discussion—Katharine W. Dresden. P. 135, Dec. '41.
 A Junior Civic League—Florence Tredennick. P. 160, Dec. '41.
 Growth of Student Council—Joseph A. Dorff. P. 179, Jan. '42.
 Pennsylvania Tries Pupil Participation in State Government—Leonard M. Brockman. P. 194, Jan. '42.
 Organize an All-City Student Council—C. C. Harvey. P. 205, Jan. '42.
 A Student Court Passes—Frank Meyer. P. 227, Feb. '42.
 We Like the Democratic Way—Jimmie Elliott. P. 258, March '42.
 Homeroom Guidance Program—Louise Kansteines. P. 281, March '42.
 A Student Reviews the Activities of the Student Council—Virginia Lynn. P. 282, March '42.
 The Campus School Program to Help Win the War—Guy Wagner. P. 302, April '42.
 A High School Defense Administration—T. N. Touchstone. P. 306, April '42.
 The Way a Small School Operates a Council—Roy E. Taylor. P. 308, April '42.
 Use of the Ballot Box—Grace Gritzler. P. 321, April '42.
 Student Governing Body Sponsors Council Round Up—Orlin J. Temple. P. 352, May '42.
 Student Government Election—Harry A. Dennison. P. 350, May '42.
 Start a School Civil Service System—C. C. Harvey. P. 363, May '42.
 Fool Proof Elections—Tom Hansen. P. 342, May '42.

SUPPLEMENTARY AND MISCELLANEOUS ACTIVITIES

A Building Project Can Build Character—Chas. C. Cline. P. 20, Sept. '41.
 Problems of America on the Air—Clifford W. Muchow. P. 21, Sept. '41.
 Parliamentary Procedure—Michigan Education Journal. P. 41, Sept. '41.
 Our Activity in Economics—Richard M. Demlow. P. 43, Sept. '41.
 Kiwanis Club Aids Guidance—N. J. Panella. P. 80, Oct. '41.
 Room 214 Acquires a Flag—Louis Goldman. P. 92, Nov. '41.
 Celebrate the Anniversaries of Your Own School—N. Vane Norren. P. 125, Nov. '41.
 Re-vitalized Religious Education through the School—Larry Flaum. P. 131, Dec. '41.
 Citizenship and a Watermelon Patch—Richard J. Kurtz. P. 137, Dec. '41.
 Bicycle Trips—Frank Meyer. P. 138, Dec. '41.
 Alumni Survey—Achsah Alice Hardin. P. 139, Dec. '41.
 Radio as an Aid in Teaching English—Edward W. Teare. P. 153, Dec. '41.
 Use of Public Address System—W. N. Viola. P. 161, Dec. '41.
 An Example of Pupil Initiative, Resourcefulness and Cooperation—Joy M. Meier. P. 161, Dec. '41.
 A Know-Your-Own-Voice Clinic—N. D. Morgan. P. 178, Jan. '42.
 We Take a One-Day Bus Trip—Felicia Giacomini. P. 201, Jan. '42.
 Establish a Magazine Service—Edna von Berge. P. 205, Jan. '42.
 Hold Homeroom Decoration Contest—Lovelie Johnson. P. 205, Jan. '42.
 Gatesville High School Student Defense Council—Lou Hatter. P. 232, Feb. '42.
 Establish a Picture Lending Library—R. H. Brotherton. P. 245, Feb. '42.
 Use Loudspeaker and Microphone for Classroom Work—Edna von Berge. P. 245, Feb. '42.
 A School Defense Council—Agnes L. Schmidt. P. 266, March '42.
 English Teachers Hold a Tournament—Esther G. Smith. P. 269, March '42.
 Conservation in the School and Home—W. F. Simpson. P. 292, April '42.
 Our Hobbies—Helen F. Barr. P. 320, April '42.
 Provide Vocational Guidance Through Panel Discussion—W. J. Braham. P. 325, April '42.
 Organize a Group to Tutor Backward or Failing Students—C. C. Harvey. P. 325, April '42.
 Give Students Work Experiences—C. C. Harvey. P. 326, April '42.
 A New Slant on Educational Trips—Richard Pilant. P. 346, May '42.
 Training for Defense—I. C. Johnson. P. 349, May '42.
 Solving the Problem of the Lunch Hour—Jean Livermore. P. 360, May '42.
 Our Home Room Garden Project—Cynthia E. Welder. P. 361, May '42.
 Know Your School Day—Phyllis Langford. P. 362, May '42.
 Interest Your Students in Youth Hostels—C. C. Harvey. P. 364, May '42.
 Defense Stamps Every School Day—Frank Meyer. P. 338, May '42.

Because of the complex interrelation of the various extra-curricular activities and interests, many of the articles listed here might properly have been classified under a number of headings. To have listed items more than once would have been confusing, and so they have been placed arbitrarily according to the arrangement that seems most logical. Cross references have not been made, because they would be too numerous for space available and too involved for convenient use.

Items appearing in such departments as As the Editor Sees It, Questions from the Floor, New Helps, News Notes, and Comedy Cues are not listed in this volume index.

RENEW

Your *School Activities* Subscription

NOW

at \$2.00, before the increased price
goes into effect



SCHOOL CUTS

In Our
22nd
Year!

Write for COMPLETE PRICE LIST showing the cost of every kind and size of cut from 1 to 100 square inches. Every cut guaranteed to be first class and satisfactory. We make drawings and mats. Write for price list on mats.



SINGLE COLUMN CUTS				
(RECTANGULAR HALFTONES AND ZINC ETCHINGS)				
ZINC HALFTONES 60, 85, 100 SCREEN		ZINC ETCHINGS PLAIN OR BEN DAY		COPPER HALFTONES 120 OR 133 SCREEN
UNMOUNTED	MOUNTED	UNMOUNTED	MOUNTED	
75¢	85¢	85¢	95¢	\$2.40
FOR 1 TO 7 SQUARE INCHES	FOR 1 TO 7 SQUARE INCHES	FOR 1 TO 7 SQUARE INCHES	FOR 1 TO 6 SQUARE INCHES	FOR 1 TO 6 SQUARE INCHES
OTHER SIZES AT PROPORTIONATE RATES				
TEN-SQUARE-INCH CUTS				
\$1.00	\$1.20	\$1.10	\$1.50	\$3.50
TWENTY-SQUARE-INCH CUTS				
\$2.00	\$2.10	\$2.20	\$2.60	\$5.00
FIFTY-SQUARE-INCH CUTS				
\$4.33	\$4.35	\$4.95	\$5.05	8.50
ONE HUNDRED-SQUARE INCH CUTS				
\$6.70	\$6.75	\$7.35	\$7.40	\$13.00

Harper Standard Engraving Co.
1615 ROYAL ST. PHONE 7-5385
P.O. BOX 1016 DALLAS, TEX.



THIS IS PACKY
A greatly reduced illustration—one of the many which will make the book a real treat for children!

New! **PACKY CLIMBS PIKE'S PEAK** A juvenile (age 7-11)

By MAUD MATTOX KEITHLEY

\$1.50

This fascinating tale of Packy the pack-rat and his adventurous life, as he travels with his mother from the Garden of the Gods to the Peak inspecting all the attractions on one of America's several natural wonderlands.

25 actual photographs of Packy, his family, Pike's Peak, and its environs.



The JUNIOR PARTY BOOK

\$1.50

24 Completely Planned Parties for Children By BERNICE WELLS CARLSON. The only book of its kind to make easy the planning of attractive parties for boys and girls. Novel full-page invitation illustrations; fascinating games, stunts, and other party plans; inexpensive, practical decoration suggestions; and appealing party menus. Illustrated.

THE FUN ENCYCLOPEDIA

By E. O. HARBIN

Here at last is a complete *one-volume* encyclopedia of good clean fun for every occasion and for all ages. It is a fun library of over 1,000 pages with more than 2,400 plans for parties, entertainments, games, stunts, sports—indoor and outdoor, and for everybody from age eight to age eighty.

The Fun Encyclopedia is a necessity for the year-round fun enthusiast. It is a bargain for the occasional entertainer and a real lifesaver for "last-minute" plans for special affairs.

Over 2400 Fun Plans

1008 pages • Bound in Heavy Cloth • Stamped in Gold
Size 6x9 Inches • 211 Illustrations • Completely Indexed



2400 ACTIVITIES

A comprehensive, all-purpose, entertainment encyclopedia for the home, club, school, church, and playground.

Price Only \$2.75

NASHVILLE, TENN.

Abingdon-Cokesbury Press

